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ABSTRACT

Describing collaborative activities between community colleges and the communities they serve, this sourcebook provides 15 essays by practitioners at colleges across the United States. Following introductory materials and the essay, "The Roots of Campus-Community Collaboration" (Terry Pickeral), the following essays are presented detailing collaborations with community agencies: "A Little Something for Dessert" (Mark Hoffman); "Service Partnerships: Pathway to the Scholarship of Engagement" (Jacqueline Taylor and John Kingsmore); "Making the Connection: College and Community" (Ed Snyder); "K-14 Partners in Service-Learning" (Maxwell King); and "Service-Learning and Community Collaboration: Connecting Faculty Values to Community Service" (Robert Franco). The following essays are then provided discussing collaborations with K-12 schools: "Just Another Wacky Wednesday: K-12 Service-Learning" (Fred Wells and Sue Borquez); "Service-Learning: A Synergistic Model" (Esther Mason and MaryEllen Gray); and "College Compact and Freshman Company" (Laura Bridges and Martha Cox). After an essay on collaboration with universities, "Service-Learning Collaborations with Four-Year Institutions" (Terry Brown), the following essays are presented describing collaborations with business: "Educational Partnerships with Business and Industry" (Larry Christiansen); "At Brookhaven College and Ford Motor Company, Education Is Job One" (Patty Forsyth); and "Collaboration with Business and Industry: The Mesa Community College Case" (Jesse Chanley). Finally, two essays are included on collaborations with national service programs: "Connecting Community Colleges to National Service Programs" (Jim Glasson) and "Success Can Be Seen in the Stories of the People" (Liz Newport). Contains 98 references. (HAA)

ED 405 045

CAMPUS COMMUNITY COLLABORATIONS:

EXAMPLES & RESOURCES FOR COMMUNITY COLLEGES

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CAMPUS COMMUNITY COLLABORATIONS

Examples & Resources for Community Colleges

Terry Pickeral and Karen Peters
Executive Editors

September 1996

Campus-Community Collaborations: Models and Resources for Community Colleges is published by the Campus Compact National Center for Community Colleges through a grant to advance service-learning on community colleges. This sourcebook is part of the Center's strategy to provide technical assistance to community colleges and their partners throughout the nation.

On behalf of the Campus Compact National Center for Community Colleges (CCNCCC), I extend a heartfelt thanks to the authors who contributed articles and to the Center staff for their efforts to create this sourcebook.

— Terry Pickeral, CCNCCC

THE CAMPUS COMPACT NATIONAL CENTER FOR COMMUNITY COLLEGES

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The Campus Compact National Center for Community Colleges, established in 1990, has a dual mission. First, it serves as a national advocate for community colleges to sustain service-learning as a national movement. Second, it serves member organizations and others in the promotion and implementation of community service as a means of improving teaching and learning to the benefit of students and the communities in which they serve.

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September 1996

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FOREWORD

On a recent trip to the Southwest, I had an opportunity to observe several Native American youth weaving rugs and blankets. Intrigued by the process, I watched intently as the young artisans maneuvered several shuttles of thread across the loom and then pulled them tight. They knew just when to add each color to develop the desired mosaic. The young weavers never broke their rhythm as they drew shuttles with different colored threads back and forth across the fabric.

While I was captivated by the beautiful finished product, I was equally impressed with the ability of each youth to create a unique masterpiece. I was also struck by the similarity of this process to building and enhancing collaborations. Both processes weave diverse strands of color (community) together in a meaningful rhythm toward mutually beneficial outcomes. Also, like the rugs and blankets, the process is similar in each collaboration, yet each situation is unique and each set of outcomes different.

This sourcebook provides examples of collaborations between community college campuses and the communities they serve. President Tessa Martinez Pollack uses the weaving metaphor as the basic concept of collaborations and offers a historic framework for considering the succeeding sections.

Included in this sourcebook are five content sections. As you review them, consider the processes involved in developing and enhancing campus-community collaborations--not just the content area or the issues they address. Much like the work of the young weavers, common threads, creating an overall design, can be recognized within the numerous examples and stories. Many of these common threads will be obvious; but like a good mystery, there are often subtleties that provide the greatest clues about how to develop, maintain, and enhance effective campus-community collaborations. We encourage you to consider both the manifest and latent processes, challenges, and strategies provided in this sourcebook, which is chockfull of rich collaboration examples.

We include a section of collaboration references that identifies articles, books, and organizations to consider in developing, implementing, and maintaining successful campus-community collaborations.

We challenge you to use this sourcebook as a resource to develop and enhance campus-community collaborations. We challenge you to examine the essays' common threads and, in light of your campus and community conditions, to weave a collaborative fabric that builds on assets and enhances student learning while meeting community needs.

— Terry Pickeral

" . . . we must decide to make service-learning our own, our community's own, our neighborhood's own."

— Tessa Martinez Pollack

PREFACE

The Weavers Within

by
Tessa Martinez Pollack

Glendale Community College
Glendale, Arizona

There are a few people whose eloquence about community and education I carry in the pocket of my soul. I have adopted their passionate beliefs, hoping to fuel my own convictions and stamina to do the work of weaving the college with the community.

Margaret Mead, for example, invites us to feel the power of small groups of organized idealists. John Tucker describes *community* as an ecological system, reminding us that the many parts of community need all-at-once tending in order to survive. And John Dewey's exigent message that education must transform itself to meet the radical changes of society still lives on with us today in some sobering contemporary contexts.

Nearest to what drives my own work of community building is the vision of the late James W. Rouse, founder and chairman of the Enterprise Foundation. His words, "What ought to be, can be," will live with me forever. People like Jim Rouse, a leader in developing affordable housing for low-income families, the new colleagues in that arena with whom I have combined my community college work in recent years, and the people who write in this sourcebook would say that the work of weaving the college with the community is not an easy matter.

Leadership in the many sectors of our communities comes in various shapes, forms, and styles, with diverse agendas. Faculty and staff in our educational institutions, on their fine and steady course, have understandable comfort zones that any change in expectations may disrupt. And, of course, there are perceptions, constraints, priorities, and opportunities within our educational institutions and communities that can add both high interest and complications in a dialogue about how to serve the common good.

What is clear is the need to be communal in helping high-quality education and higher-quality communities to prevail and flourish simultaneously. All of us--from the security personnel on our campuses, to the community's political leadership, to the storefront shopkeepers--place an imprint on community or neighborhood life by what we do individually and collectively. Not one of us can do the work of education or community alone. But how do we weave the work of the college with the work of the community?

Teachers, their students, and their love of a discipline are the most sacred of our educational resources in the community college. It is through them that community colleges all across our nation have achieved their reputations. It is through them that decisions, both technological and nontechnological, have diversified the interactive quality of teaching and learning. It is teachers and their students who significantly shape what we become as a

society. Service-learning, as described in the chapters that follow, can raise the pitch of societal quality through the heightened interaction between faculty and students and community colleges and their communities.

Our communities are our most sacred domain. They are our homes. On a purely operational level, we educators depend on the people of our communities, in every sector, to financially and politically empower us in a significant way. We are obligated to deliver to student and community clients quality, relevance, and the preservation of culture and society, as only community colleges can do.

Most important, we must decide to make service-learning our own, our community's own, our neighborhood's own. That one principle of ownership can make the ambiguity of how to begin or expand our efforts in service-learning more tolerable. It will also prompt us to listen more intently so that we can integrate service-learning into the needs and issues of our community.

This reweaving of society through service-learning can be as Margaret Mead inspired, as John Dewey and John Tucker proposed, and as James Rouse envisioned. Sifting through this sourcebook, you will be able to read how some learned their way there. Thank the weavers within for their courage, from which we can all gratefully benefit.

Dr. Tessa Martinez Pollack serves as President of Glendale Community College in Arizona. Previously, she was President of the Medical Center Campus at Miami-Dade Community College. She has worked in community colleges for twenty-five years and has also directed student support services at the University of Pennsylvania in Philadelphia.

She was named as one of the One Hundred Influentials by Hispanic Business magazine. She has served on the Education Commission of the States and presently serves on various national and advisory boards, including the Campus Compact National Center for Community Colleges Executive Advisory Board.

Dr. Pollack has been published in numerous publications, one of which was presented at the First Sino-American Conference on Women's Issues in Beijing, People's Republic of China, in June 1990. In October 1991, she was a guest of the Fourth European Congress on Continuing Education and Training, where she spoke in Berlin, Warsaw, Prague, Budapest, and Vienna.

The Roots Of Campus-Community Collaborations

by
Terry Pickeral

Campus Compact National Center for Community Colleges
Mesa Community College, Mesa Arizona

Campus-community collaborations have been discussed, planned, and implemented in almost all higher-education institutions. However, the ideas, structures, cultures, and reward systems for developing such partnerships vary by campus and community. Our examination of campus-community collaborations identifies a diversity of models:

- from *ad hoc* to integrated,
- from academic course "add-ons" to integral components of undergraduate and graduate programs,
- from single academic department to campuswide partnerships,
- from student-focused to community-focused,
- from little or no institutional support to fully developed mainstream structures, and
- from viewing the community as deficient (something to be fixed by higher education) to recognizing its assets and ability to improve from within (with higher education as a salient partner).

We do not believe that one model fits all; however, we do believe there are particular components and processes that lend themselves to long-term integrated campus-community collaborations. This essay offers a rationale for collaborations, identifies assets higher education brings to the community, identifies potential barriers and facilitators for collaboration, and suggests that service-learning practices enhance campus-community collaborations.

While this resource is written for, and the majority of the research comes from, two-year institutions, we believe the information has application to all school-based partnerships from kindergarten through Ph.D.

The Rationale

Campus-community collaborations are not new; in fact, they have been around as long as higher-education institutions have existed in the United States. Whether the partner represents a religious organization, not-for-profit agency, social institution, public agency, education institution, business and industry, or the community at large, colleges and universities have developed partnerships designed along a continuum, from responding to specific student academic or vocational training to communitywide initiatives.

According to the National Network for Collaboration, " . . . a collaboration is a process of participation through which people, groups, and organizations work together on the strengths of the community to achieve desired results."

Campus-Community Collaborations

In a recent interview, Christiansen (1996) said " . . . it is easier to do things yourself initially than to share with others. Further, we are not placed in environments many times where we are encouraged to share. As we develop ideas, one of the major challenges is to be convinced and to convince our constituency that our investment of time, energy, and talent toward sharing and collaborating is in everybody's best interest."

So why do we consider, develop, and implement partnerships if they are so difficult? We can begin to answer this question by looking at the symbiotic nature of collaborations. A symbiotic relationship denotes a mutual dependence between unlike organisms (Hawley, 1950). That is, it's a relationship where each one's work benefits the other's. This leads us to the value-added nature of collaborations. *Value-added* refers to enhancements to one's own work and/or the work of the collaboration that otherwise would not be possible.

Therefore, collaborations allow independent entities to reach out beyond their own capacities as they meet their organizational objectives, while enhancing their contribution to collaborative outcomes.

We also recognize that the social problems campus-community collaborations address are complex and require multiple focuses and strategies. Any one organization cannot, through its singular focus, solve the majority of problems they address.

Lawson and Hooper-Briar (1994) introduce the concept of *social morbidity* in which our society fails to identify, steward, and enforce the rights of children, youth, and families. Exacerbating the plague is ". . . neglecting our collective responsibilities, the systems we have designed . . . are not achieving their goals" (p. 9).

Their suggestion is to

> think differently about our collective responsibilities and service systems . . . and accept shared responsibility for solutions . . . by themselves they (agencies) have been insufficient means to meet the challenges of the new morbidity. Heretofore separate, even competing, staff and their systems now must collaborate, seeking to integrate their services. By expanding partnerships, new models for service system design and implementation are appearing in neighborhoods, communities and schools (p. 9-10).

The rationale, therefore, to establish campus-community collaborations is twofold: (1) They add value to each partner and the collaboration, and (2) they are needed to solve our complex social problems.

Now that we have established that campus-community collaborations are a desirable method of contributing to the reduction of social problems, let us now turn our attention to this question: What does higher education bring to community collaborations?

Higher Education Contributions to Collaborations

Some of the answers to what higher education contributes to community collaborations can be found in the succeeding essays in this sourcebook. Readers will examine projects and programs that range from students tutoring at-risk youth to paraprofessional student contributions, to helping professions, to communitywide business/industry collaborations utilizing multiple capacities of postsecondary institutions.

Jody Kretzmann (1996) identifies higher education institutions as "treasure chests full of community-building materials." He states that if colleges are serious about community partnerships, they need to learn how to identify their assets, make them available to the community and then to " . . . sit down with some community folk and think about this community-building material."

These college assets include:

- space for community meetings
- use of technology and equipment
- research capacity
- distance learning
- training
- student co-curricular service activities as individuals, associated students athletic teams, and other groups
- disciplinary and content experts
- lifelong learning programs
- alumni association
- the campus physical environment
- leadership

Certainly this list is not exhaustive but attempts to identify some of the less obvious assets that exist on college campuses. Kretzmann and McKnight (1993) introduce us to ways to find and use the gifts and talents of individuals, as well as the assets of higher education institutions.

> In every community college, the members of the faculty and the administrative staff are a collection of highly trained and specialized adults whose skills and knowledge can make significant contributions to the efforts of local organizations involved in community development. Moreover, . . . the local community college can also become the focal point for mobilizing the special talents and energy of students (p.227).

The authors also provide methods for mapping campus and community assets, discovering potential partners, and building productive relationships between community colleges and the community. This process recognizes the complex constellation of resources available on college campuses.

In summary, colleges have much to offer to community partners and, in turn, have much to gain from collaborations. It is also important to realize that there are barriers that inhibit collaborations, as well as facilitators leading to mutually beneficial partnerships.

Barriers and Facilitators to Successful Collaborations

In their monograph, *Expanding Partnerships: Involving Colleges and Universities in Interprofessional Collaboration and Service Integration*, Lawson and Hooper-Briar (1994) identify "potential barriers" and "potential facilitators" for campus-community collaborations. We have reprinted their lists at the end of this essay. A review of these lists encourages us to take into account those components of partnerships that may prohibit or

reduce effective collaborations, as well as those that assist in developing collaborations. We caution you to not merely reflect on those circumstances and organizations that align on the *facilitator* side and disregard those defined as *barriers*. A better strategy, we suggest, is to consider those individuals and organizations that can contribute to effective collaborations, recognizing potential barriers and developing processes by which to overcome them. If we do this, we will increase the number of potential partners and, more important, provide high-quality opportunities for reticent individuals and organizations to learn how to develop symbiotic relationships.

Now that we have identified potential barriers and facilitators, let us turn our attention to a specific strategy that builds collaborations from a reciprocal service point of view.

The Role of Service-Learning in Effective Campus-Community Collaborations

Service-learning is a strategy to develop campus-community collaborations that (1) correspond to the rationale expressed earlier in this essay, (2) utilize strategies encouraged by Kretzmann and McKnight (1993) and others, (3) reduce barriers, (4) enhance facilitators, and (5) build on campus-community processes that provide mutual benefit.

Service-learning is both a philosophy and a teaching method. According to the Corporation for National Service (1990), service-learning is a method by which students learn and develop through active participation in thoughtfully organized service experiences. These experiences are designed to meet actual community needs and are integrated into the students' academic curriculum through structured reflection.

Among of the service-learning standards developed by the Association for Service-Learning in Education Reform (Asler, 1994) are the following:

- the service students perform makes a meaningful contribution to the community, and
- service-learning connects the school and sponsoring organization and its community in new and positive ways.

Sigmon (1979) suggests that service-learning is oriented to "reciprocal learning" where both the student and the recipient of service benefit from the activity.

What is it, though, that distinguishes this method from other campus-community partnerships? Service-learning is a process by which colleges and communities work together for mutual benefit through direct student service linked to course work. It offers communities more than a mere act of service; it provides services that meet actual community needs and assists students and the college to become partners in community problem solving.

Service-learning involves the academic core of the college, which is the faculty. By aligning service with academic outcomes and community benefits, service-learning offers long-term campus-community collaborations. It establishes a habit of working together that is authentic in its contribution to both student and community. Along these lines, Honnet and Poulson (1989) note that the most effective service and learning programs in educational systems are linked to the curriculum and require that the faculty become committed to combining service and learning as a valid part of teaching. Therefore, if faculty members are

invested in service-learning, the corresponding campus-community collaborations will be more integrated and have greater longevity because they are connected to the core of the institution. This also reduces the *ad hoc* nature of many campus-community collaborations.

Another goal of service-learning is to instill an ethic of service in students. The service-learning method of teaching is intended to facilitate a lifelong habit of serving that benefits the community over the long term. Service-learning and the development of an ethic of service moves individuals from *ad hoc* service delivery to participation as an active citizen in the many communities in which they may live.

Service-learning and the related reflection activities in which students engage require that the root causes of social problems be addressed. This can provide long-term community-building strategies that transform those served from client to citizen and create communities that are healthier and safer places to live.

Service-learning, from our perspective, connects many of the existing planks that link the college and the community and pulls them tightly to form a fortified bridge between these two entities. It enhances existing partnerships and develops a standard for high-quality long-term collaborations.

Summary

College-community collaborations have existed for centuries in the United States. The nature and structure of these partnerships vary by campus, community, leadership, needs, and other variables. Collaborations are necessary to solve today's complex social problems, and colleges have many assets to offer toward effective solutions. This essay identifies existing barriers, as well as facilitators, to developing and sustaining campus-community collaborations.

Service-learning, we believe, offers unique contributions to campus-community collaborations. It (1) engages students in meaningful service that meets community needs, (2) is reciprocal, benefiting both campus and community, (3) engages faculty--the academic core of the institution, (4) encourages a lifelong ethic of service in students, and (5) provides long-term solutions to social problems. We believe the examples in this sourcebook, as well as the processes suggested in this essay, will be helpful to college faculty and administrators as they consider ways to develop and enhance campus-community collaborations.

Terry Pickeral is the Assistant Director and Coordinator of Instructional Programs for the Campus Compact National Center for Community Colleges. Previously he was the Director of the Washington State Campus Compact and the Western Washington University Center for Service-Learning.

Terry also is the Manager of the Corporation for National Service Learn and Serve: Higher Education Teacher Education Affinity Group. He has developed teacher education programs that integrate service-learning and collaborations with K-12 schools.

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Successful Collaborations: Barriers and Facilitators

by
Hal A. Lawson and Katharine Hooper-Briar (1994)
(reprinted with permission)

Table 1
Barriers and Constraints

1. The import of institutional history, mission, ethos, context, and resources.

2. The roles of external regulatory agencies (for public universities).
   A. Statewide coordinating or governing bodies.
   B. Accreditation, certification, and licensing bodies.

3. The cultures of disciplines and professions: professional powers, autonomy, "turf protection," and work allocation systems.

4. National and international prestige systems.

5. Internal reward systems, especially retention, tenure, promotion, and merit salary systems.

6. Faculty careers and careerism.
   A. Prototypic career paths and progress indicators; the ethos of individualism.
   B. The dominant approach to recruiting and preparing faculty: discipline- or profession-specific training for categorical imperatives.
   C. Problems of split loyalties and identities: universities and communities as secondary to professional-disciplinary affiliations.

7. Departmental, school-college, and university cultures: the import of the informal side of organizational life.

8. The absence of professional associations and journals for faculty committed to interprofessional collaborations; threats of marginalization and isolation.

9. Students' orientations and characteristics: faculty orientations and curricular innovations as influenced by what students will permit.

10. Academic leadership as a constraint or barrier: organizational inertia as a function of department chairs, directors, deans, vice presidents, and presidents.

11. Problems of bureaucratization: departmentalization and institutional inertia.

12. Antagonistic relationships between administration and faculty groups.

13. The *social memories* of professionals in schools and community agencies: Can universities escape or transcend spoiled reputations?

14. Accountability systems in, and for, the universities: what expectations, criteria, and rewards for relevance and impact?

15. Inappropriate or inadequate strategic planning: mission drift by imitating the research universities and lag time in responding to social change.

16. Competing constituencies, each with their own interests and goals.

Table 2
Facilitators and Incentives

1. The legacies and missions of land grant institutions.

2. Public support gained through genuine public service aimed at urgent societal problems and needs.

3. Opportunities and support for innovations gained through resource sharing among professional schools, colleges, and departments.

4. Increasing relevance, coherence, and impact for professional education program.

5. New knowledge and technologies regarding family support and preservation, community and economic development, school reform, etc.

6. The promise of new kinds of knowledge gained through interprofessional and cross-disciplinary methodologies.

7. Fiscal incentives.
   A. Opportunities for grants and contracts.
   B. Line-item budgetary allocations by legislatures, statewide coordinating boards, and university presidents.

8. Changes in student recruitment patterns and program constituencies: impacts of historically underrepresented students on instructional content and process.

9. Opportunities for faculty, staff, students, and administrators to join their concerns and roles as citizens-parents with their formal work roles in universities: life-work unions and identities.

10. Mutually beneficial service in local communities: the ways in which a moral imperative for universities also may result in necessary prevention (e.g., substance abuse on campus, safety of students, faculty and staff, student recruitment).

11. For professional schools, colleges, and departments, opportunities to gain more credibility with practitioners in schools and other agencies, form organizational partnerships, and broaden educational experiences offered pre-service students.

12. The ethical-moral commitments, visions, and orientations of academic administrators: department chairs, deans, directors, vice presidents, and presidents as leaders.

13. Paradigm shifts for professions: implications for universities and their constituent professional schools, colleges, and departments.

14. Mandates from governmental representatives and policy boards for universities to become involved in public service and appropriate teaching.

15. Strategic planning and the idea of a *functional mission* for a university: involvement as indicative of institutional uniqueness and aspiration.

"When spider webs unite, they can tie up a lion."

— Ethiopian Proverb

Community College Collaborations with Community Agencies

"I slept and dreamt that life was joy. I awoke and saw that life was duty. I acted and behold, duty was joy."

— Rabindranath Tagore

A Little Something for Dessert

by
Mark Homan

Pima Community College
Tucson, Arizona

"We shouldn't be the only ones doing this stuff!" I am sure if Dan Gregory knew I'd be using his statement in an article written years later, he would have provided his usual articulate way of expressing the same basic sentiment. Nevertheless, the quote struck me at the time and stays with me still.

Dan and a group of other students were sitting with me around the back patio of my home. The spring semester had ended and lazier days of summer were beckoning. Most students would have been happy to take a bit of a break. Not these students. They didn't expect to slow down much for the summer, and they just assumed that I wouldn't either. Under the guise of "getting together to talk about all the things we did last semester," they were hatching a more devious plot. They had plans--big plans.

The hamburgers were pretty good, but the ice cream never arrived. Good conversation would have to replace dessert. Dan's comment moved the discussion from reminiscing to plotting strategy, providing a starting point for an effort that would lead to more than a year of determined work. That was several years ago, and the work, though less intense perhaps, continues today. The Center for Service-Learning, then a dream for a handful of students, is now part of the fabric of Pima Community College in Tucson.

Students in our social services department have had a long tradition of involvement in the community. Through various projects, the students have come to learn more about the subject matter they were studying, more about their community, more about their role as community members, and more about themselves. These projects were designed not only with such learning in mind, but also with the expectation that the students would contribute to the betterment of the community itself. We had not yet been introduced to the term *service-learning*, though we were well acquainted with the concept in action.

The students who had invited themselves over that summer evening thought a program of similar activities should be more clearly organized and available to all students of the college. They intended to make it happen.

The students identified four specific areas of support, or what they termed "investor groups." These were students, faculty, administration, and community social agencies.

Students came to recognize a fundamental concept: The faculty-agency link is critical to the success of the service-learning process. Both faculty and agencies control student access to service-learning opportunities, and their purposeful participation can enhance the student's experience. Faculty and social agencies were seen as the most critical investors.

Things began to take shape. Within a month the students had contacted other faculty and with them formed an organization called Service-Learning in College, or SLIC. (Comparisons to a rapidly spreading oil slick were jokingly made.)

In the months that followed, students and faculty researched the service-learning opportunities that were then available at the college and identified faculty involved in service-learning. Through a series of planned activities targeted to each investor group within the college, they began to build a base of support for institutionalizing service-learning in the college's activities and curriculum.

As this was occurring, they approached social agencies with four purposes in mind: attract agency interest; promote agency understanding of service-learning; encourage agencies to provide opportunities to students; and seek agency support of efforts to establish an organized approach for service-learning at the college. In order to accomplish this, the members of SLIC undertook a series of activities.

Key Activities for Building Support

In keeping with the notion of starting with what you've got, a list of target agencies was drawn up, representing those with whom members had some contact or those most likely to be responsive. A letter explaining the group's intent was drafted and sent to all the agencies on the list. Next, each SLIC member was assigned a number of agencies to personally contact to discuss service-learning and seek support. (Prior to contacting agencies and other potential investors, a series of miniworkshops for SLIC members were held to help them become grounded in service-learning and to prepare them for the contacts they would be making.) Most of these contacts occurred by phone, though in a number of cases SLIC members met personally with agency representatives.

Each agency was asked to write a letter expressing their support of service-learning and their interest in participating. These letters were included in The Book, a compilation of more than fifty letters of support from various social agencies and community organizations, along with more than twenty newspaper articles describing students' contributions to the community during the previous six months.

SLIC members then solicited the support of the Tucson Association of Volunteer Administrators (TAVA), an organization of people who head volunteer activities for most major agencies in the area. Members of SLIC began attending TAVA meetings and made presentations to the group.

Agencies were kept informed of the progress of the overall effort through a number of updates that were mailed periodically during the first year. These updates also invited agencies to participate in service-learning projects and provided contact names.

As support continued to build, SLIC generated more active participation from the community by helping to found the Coalition for Service and Learning, a community group representing various interests, including service agencies and education, government, and neighborhood organizations. The Volunteer Center of Tucson and the Tucson Community Foundation provided valuable leadership to this enterprise. With community education, as well as project coordination and development, this group assisted the growth of service-learning in the community. Through its participation in this new organization, SLIC became linked with many additional community resources.

It became clear that both faculty and agencies wanted to strengthen their understanding of service-learning while providing students with creative projects. Instead of these groups working apart from one another, they were brought together. The service-learning workshop for faculty and agencies gave them a chance to create partnerships by working together in small groups. It was successful not only in helping individuals to get a better grasp on service-learning, but also in allowing faculty and agency members to build relationships and gain insight into each other's particular interests and challenges.

Finally, the Center for Service-Learning at Pima Community College moved off the drawing board and into its office on the west campus. To guide the development of the quality and relevance of its activities, the Center established a formal advisory committee that included staff from several service agencies. By the time the Center was opened, service agencies had indeed become strong investors in its success.

The opening of the Center was the culmination of many, many months of determined work and the beginning of a new direction for the college. During the opening ceremonies, no one could miss the enthusiasm and sense of fulfillment of the students who had provided the leadership to bring us to that day. They had initiated this effort; they had seen it through; they had finally gotten their dessert.

Suggestions from Lessons Learned

- Understand that faculty and agencies are the gatekeepers of opportunity for students. Perhaps they may be seen as the primary consumers. If they do not buy into the idea of service-learning, options for students will be very limited.
- Do not overrecruit students, agencies or faculty. In order for the program to work, there must be a sufficient number of participants from all groups in a relative balance. Students who are not linked with agencies soon lose interest, as do agencies who receive no students.
- Make sure that individuals who contact agencies seeking their participation are well prepared. They should understand the concept of service-learning and be aware of the different levels of student involvement. They should understand the process for linking a student with an agency and be knowledgeable about agency responsibilities, liability issues and potential benefits to the agency.
- Develop an ongoing relationship with any local volunteer center, volunteer administrators group, service agency coalitions, local community foundations, and the United Way.
- Develop an advisory group, including staff from key agencies, to help spread the word in the community and to help guide service-learning efforts.
- Conduct joint training sessions for faculty and agency staff. These really build relationships, prevent problems, and bring the concept to life.
- Routinely send some form of update or information to agencies. Share news about what's happening in service-learning and inform readers about opportunities for participation. Offer a listing of the subject or discipline areas of faculty interested in service-learning and pose this question: How can students in these fields help your

organization? Include copies of news clippings, descriptions of awards won by students, testimonials from agency staff, students, or faculty, etc. This does not need to be a formal newsletter.

- Periodically contact agencies on a personal level. An occasional telephone conversation or lunch can remind busy agency staff of the college's service-learning program.
- Develop relationships with a few agencies that can provide a comprehensive array of opportunities to students. For example, our Center has become a partner with the Arizona School for the Deaf and Blind to offer possibilities to students from many different disciplines.
- Keep a database on agencies. Along with phone numbers, mail, and e-mail addresses, keep a current listing of contact persons, project possibilities for students, and actual service-learning contacts or projects with names of faculty and students involved.
- Formally recognize agency participation through certificates, reception or luncheon, etc.
- Have students send thank-you letters to agencies, with a brief description of what the student gained from the experience.
- Be willing to have fun, experiment, and learn. Keep getting better and more creative.

Community agencies and organizations provide the critical service-learning environment. They also are valuable allies in promoting the value of this approach to education. Establishing and maintaining relationships with these investors is crucial to the success of a service-learning program.

Mark Homan is Chair of the Social Services Department at Pima Community College, where he has been a full-time faculty member for eighteen years. In addition to his duties at Pima, Mark has served as an adjunct faculty member in the Department of Sociology and Social Work at Northern Arizona University.

Mark is a strong advocate of service-learning, and he uses his own very active involvement in the community to contribute to its improvement and to increase his own learning. He serves on several community boards and councils and is a founding member of many community organizations and agencies, including Pima College's Center for Service-Learning.

Mark's recently published textbook, Promoting Community Change: Making It Happen in the Real World, is used in colleges and universities throughout the country, as well as by public and private groups. He is the recipient of the 1994 President's Award, given by the National Organization for Human Services Education.

Service Partnerships: Pathway to the Scholarship of Engagement

by
Jacqueline Taylor and John Kingsmore

Community College of Allegheny County
Pittsburgh, Pennsylvania

Rights and Responsibilities of Citizenship

The core of this nation and its future rests on the quality, integrity, capability, energy, and caring of each and every individual. The United States was founded and built upon the premise of the rights of every person. With these rights comes the responsibility of citizenship; the responsibility to serve and to give back to the community what one has been given; the responsibility to participate in life.

Ernest Boyer, former president of the Carnegie Foundation for the Advancement of Teaching, called this necessity for civic involvement "the scholarship of engagement." He argued that universities and colleges remain one of the greatest hopes for intellectual and civic progress in this country. He was further convinced that for this hope to be fulfilled, colleges and universities must become more vigorous partners in searching for answers to our most pressing social, civic, economic, and moral problems, and they must reaffirm their historic commitment to the scholarship of engagement. He believed the purpose of education is to empower individuals to live with competence in their communities.

Scholarship of Engagement - Making It Happen

Two years ago, Community College of Allegheny County (CCAC) Professor Jack Wagner made a commitment to integrate community service into his Western Civilization I and II classes and two history courses, United States to 1870 and United States since 1870. He worked directly with Michelle Hackett of Eastern Area Adult Services, an agency that serves senior citizens.

Professor Wagner offered his CCAC students the opportunity to earn one hundred extra points by providing fifteen hours of volunteer service during the semester. Fifty-two of his students completed all fifteen hours and another twenty-seven volunteered at least some hours. Ten of his students volunteered at other local area agencies, such as Warmline, Rape Crisis Center, Literacy Foundation, EMT groups and the Diabetes Foundation.

In the 1996 spring semester, eighty-nine students were motivated, encouraged, and supported by a caring professor who believes that volunteering is at the heart of building a better society and is a part of learning the history of this nation and western civilization. Professor Wagner allowed his students to select their own volunteer agency. All were

required to develop a follow-up report to receive extra credit. All were accounted for by agencies and all had experiences to share.

Reflections

The true test of service-learning and service partnerships is in the experience of those who care, those who do, those who help, and those who are helped. It is in the eyes of a student who begins to understand and reflect on the meaning of caring.

"We cannot measure or replace human caring--this is the unique gift of the volunteer. It is this gift of human caring that transcends bigotry, hate, and preconceived ideas into meaningful growth experiences," says Ivory Dorsey in *Universal Appeal: The Bottom-Line Benefit of Diversity*.

Caring is at the heart of the scholarship of engagement. It is the genesis of the enthusiasm engendered when students relate stories of their own caring. Volunteerism has changed the lives of CCAC students who have shared their talents with those who so desperately needed their caring. Following are comments from Professor Wagner's students and others, reflecting on their service-learning experiences.

From the students

"Every two weeks for the past semester I have gone grocery shopping for Ms. Agnes. We got into a routine. Because she couldn't spell, I had to write the shopping list and try to figure out what she needed. I usually tried to bring my coupons so I could get Agnes some money off. I felt so horrible telling her I had to leave (after putting her groceries away). I knew she had no family and could tell she was very lonely."

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"The first time I volunteered, I was just thinking of getting my fifteen hours to improve my grade. My 'assignment' was to do grocery shopping for an elderly couple. Being a twenty-year-old male, my grocery shopping experience was very limited. After two hours of hell, I finished getting everything on their list. They seemed so amazed that someone of my age would do something like this for them.

"Two weeks later, I went to the center and spent six hours doing newsletters. I was very pessimistic about sitting down for such a long time, hanging out with about twenty senior citizens. At the end of the day, it seemed like I was just hanging out with buddies. They were fun to be with and expressed how much they appreciated me being there. I was amazed at what just five hours of volunteering did to my outlook on life. I realized I have grandparents, my parents are getting older, and someday I'll be older. I would like my grandparents to be assisted, I would like my parents to be assisted, and I would like to be assisted in this time that can be painful and lonely."

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"When first introduced to the idea of volunteering, I wasn't very enthused about it, but I thought it would be a good idea to help my grade. I perceived that it would be very frustrating and a pain. I was wrong. I soon found it to be a very pleasurable and educational experience. I highly recommend that students take part in these services because young people are really needed."

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"Volunteering my time at the center has been a rewarding experience. Not only has it taught me how to better communicate and interact with diverse groups of people, it has shown me how many invaluable services are performed by volunteers, and just how much volunteers are needed in any community. I have learned that volunteering isn't all about merely sacrificing your free time. It's about helping or enriching the life of another, and these lessons will remain with me forever."

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"I was introduced to Vivian, one of the center's clients. Vivian was an intelligent elderly woman who was a lonely widow. On a day when she was to have had dinner with her son, she had to bury him instead. I learned from Vivian to appreciate the moment and try to live day by day, because you can never have yesterday again. I met several interesting people from many different backgrounds, but I'll never forget Vivian."

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"The elderly people I worked with were a fascinating bunch of people. Each one was unique and fun to work with. We played checkers, pass the balloon, take a penny and crazy eights. Wilma always beat me at checkers. Joann always liked to sing and dance. Each showed me that life doesn't stop after the age of eighty. Thank you so much for giving me the opportunity to work with such a terrific group of people."

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"Helen, Theresa and Carmella are over the age of eighty-five, live alone, have little or no family left and very few friends. They are alert, intelligent, caring and very sweet. I hear their unspoken loneliness in our conversations, and in their constant good words of appreciation for my calls. I have never been thanked so much, and they tell me they look forward to my calls. In actuality, I receive from them much more than I give. We encourage each other."

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"After doing this volunteer work, I can clearly see what a struggle it is to be old in today's society. The daily struggle they have to endure must be very exhausting for them and their families. I can only hope that in the near future society will come to realize the struggle that the elderly have to endure and devote more money and resources to help aid them properly."

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"Class has ended, but my volunteering has not. The relationship that I have built with my four seniors is special and cannot be ended with the end of class. Please continue this program with your classes in the fall. I feel the youth of today can learn a lot from these seniors. I have."

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"The first time I volunteered to help the kids with Attention Deficit Disorder, I was sure I wasn't cut out for volunteer work. But when they began to show how much they liked me, looked forward to seeing me, climbed all over me and gave me hugs, I knew I could never leave them!"

From Michelle Hackett, volunteer coordinator, Eastern Area Adult Services

"Once the seniors became acquainted with volunteers, they would ask, 'When are the boys coming?' One senior, who was at first hesitant to have a young person come, now says, 'I just adore her.' The seniors have now really grown to love the students. They are caring, sensitive, committed, really responsible, and so dedicated to the program. They don't stop when the classes end; eleven of my seventeen students will be volunteering all summer."

From Susan Munson, manager of the Monroeville Respite Day Center

"The student volunteers who give their time to assist the staff at the Center have proven to be invaluable. The range of physical and mental frailties of the clients have brought new understanding and patience to the college students. The students' generous help and assistance with the clients have been a positive experience for both age groups. The elderly clients truly enjoy the interaction and caring attention of the students in both social situations and activities."

In Summary

Agency representatives working with Community College of Allegheny County students have been extremely complimentary of Professor Wagner and are deeply appreciative of his willingness to incorporate community service/volunteerism into his curriculum. He understands that teaching is the heartbeat of the educational enterprise and, at its best, concerns itself with the humane application of knowledge to life. He also knows that service is mutually beneficial for the seniors and the students. We all know that the true benefit lies in the renewal of community spirit. The scholarship of engagement will continue to transform skepticism into trust that will bond one generation to another.

Dr. Jacqueline Taylor has been the Executive Dean (Chief Executive Officer) of the Boyce Campus of the Community College of Allegheny County (Pennsylvania) since 1994. Dr. Taylor has also held the positions of Vice President for Research, Planning, and Development

and Vice President for College and Community Relations at Lansing Community College in Michigan.

Dr. Taylor serves on the National Alumni Board of Michigan State University, chairs the Featherstone Society, and is a member of the Pittsburgh Executive Women's Council and various other educational and civic organizations. She has received several honors, including Distinguished Alumni Awards from the College of Education at Michigan State University and Lansing Community College.

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Dr. John M. Kingsmore has been the President of the Community College of Allegheny County (CCAC) in Pennsylvania since 1989. His previous experience includes eleven successive years as Dean of Instruction at Dundalk Community College and Essex Community College, both located in Baltimore, Maryland.

Dr. Kingsmore serves as a member of numerous professional, community, and civic organizations, including the Campus Compact National Center for Community Colleges Executive Advisory Board. He also has received local and national community college leadership awards.

During his tenure at the Community College of Allegheny County, President Kingsmore has developed partnerships between the college and business and industry, strengthened the College Continuing Education Division, revitalized the CCAC Educational Foundation, and created the college's first international and cross-cultural studies program.

"The connection between substance abuse prevention and volunteerism is clear: Both involve raising self-awareness, helping others by helping yourself, contributing to community improvement, serving others, and utilizing community resources."

— Ed Snyder

Making the Connection: College and Community

by
Ed Snyder

College of Lake County
Grayslake, Illinois

Introduction

Many colleges understand and support the Campus Compact National Center for Community Colleges belief that involving students, staff, and community members in volunteerism and service-learning projects can have a direct impact upon social service agencies within a particular educational district. How this opportunity is designed and implemented is often as unique as the college or the district that is served. The College of Lake County, located in the northeast corner of Illinois, serves a district of 542,000 residents and enrolls more than fourteen thousand students each semester. Multiple approaches are used to encourage volunteerism and service-learning as important tools that contribute to personal and civic growth.

A major thrust of our service program is possible due to cooperation between the Lake County Health Department and the College of Lake County. The Health Department is funded to provide a substance abuse prevention program called In Touch. The administrative office for this program is housed on the main campus of the college, maximizing our mutual efforts to increase volunteer outreach and decrease substance abuse. The In Touch Prevention Services office cooperates with the college's Student Activities office and others to co-sponsor a series of yearlong wellness and outreach activities utilizing the services of volunteers.

Through the In Touch office, a student organization, the In Touch Volunteer Council has been formed to provide students with a direct link to community volunteer agencies and projects. It is through the collaborative relations established between the college (Student Activities office, Faculty and other offices), Lake County Health Department (In Touch Prevention Services), and United Way of Lake County that we have been able to connect students, staff, and community members with more than thirty-nine agencies and their related projects.

How CLC Has Collaborated with Social Agencies

The College of Lake County provides office space for In Touch, which in turn provides the college with the time and expertise of their prevention staff members. The staff members advise a student group, the In Touch Volunteer Council, whose members work with various college and community entities to connect students with community agencies and needs. A

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wide variety of initiatives and projects are coordinated by the In Touch office in cooperation with the college's Student Activities office, including:

- *Fall and spring volunteer fairs at the college* - Two on-campus volunteer fairs are held each school year. The fairs are open to volunteer agencies looking to recruit students interested in sharing some of their time to volunteer at a nonprofit agency. The college then invites these organizations to become part of the College of Lake County Volunteer Council, an organization that provides placements for students earning college credit through a cooperative education course on volunteerism.
- *Volunteer opportunity listing* - The CLC Student Activities office maintains a file and bulletin board list of social agencies needing a variety of volunteers. All agencies must meet five criteria to be maintained in the file, including a written job description, training, supervision, evaluation, and feedback.
- *Fall tugs* - United We Tug is a fund-raiser for the United Way of Lake County that involves student and faculty teams engaged in a tug-of-war. This event has raised more than $250 and generated strong campus awareness and support for United Way agencies.
- *Day of Caring* - Students and staff of the college participated in the United Way Day of Caring, which involved painting and cleaning at more than thirty different social service agencies in Lake County. This effort is similar to the Into the Streets project mounted by the Campus Outreach Opportunity League, designed to introduce students, faculty, and staff to community service.
- *College course on volunteerism* - In January 1996 the college began to offer EWE 102, a course on volunteerism. This course introduces students to the world of volunteering. Each student must complete classwork that looks at the motivations, learning, and outcomes of volunteerism, as well as perform a minimum of forty hours of volunteer work at a preapproved agency. Service contracts are used to determine grades.
- *Shared garden* - The In Touch Volunteer Council maintains a shared garden that focuses attention on volunteering and substance abuse prevention activities. The garden project aims at infusing healthy activities and community spirit into the various groups involved in its care. Various college and community groups participate in the care and development of the shared garden, with the produce being given to local care facilities and food pantries.
- *Neon drunk driving simulation* - A collaborative effort between In Touch, In Touch Volunteer Council, College of Lake County Student Senate, Lake County Health Department and a local Chrysler/Plymouth/Dodge dealership resulted in having a neon car brought to the college campus that was programmed to simulate drunk driving. Students, staff, and high school students experienced the effect of drunk driving without touching a drop of alcohol.
- *Illinois Campus Compact* - The college is active in the Illinois Campus Compact and sponsored Ron Jakubisin, an In Touch counselor, as the keynote speaker for the annual LIVE Conference. In addition, students and staff stay focused and informed by serving on the Illinois Campus Compact Board.

- *Faculty support* - College faculty have been very supportive of volunteerism and are becoming more involved as they learn how to incorporate service-learning into their classes. Faculty regularly refer students to the In Touch Volunteer Council and to the Student Activities office, where students connect with volunteer programs.

Replication of CLC Model of Community Collaborations

Almost every county or region has a substance abuse prevention agency (local health department, etc.) that is responsible for programs and services regarding substance abuse. Community colleges can look toward Student Activities and the college health department or counseling centers to initiate contacts with area substance abuse agencies. Once contact has been made between a substance abuse agency and the college, work can begin to incorporate service-learning into the curriculum. The connection between substance abuse prevention and volunteerism is clear: Both involve raising self-awareness, helping others by helping yourself, contributing to community improvement, serving others, and utilizing community resources (i.e., community colleges and community agencies like the health department, United Way and social agencies). It is an exciting link that serves everyone well.

Ed Snyder is Director of Student Activities at the College of Lake County, Grayslake, Illinois, where he has been integrally involved in the development of student services programs for twenty-seven years. As the Student Activities Director, he is administratively responsible for the In Touch Prevention program at the college and was responsible for a FIPSE grant in 1989.

Ed serves on the Volunteer Referral Advisory Committee of the local United Way of Lake County and assists students and staff in developing and implementing various college/community-based volunteer projects.

"There are no passengers on spaceship earth. Everybody's crew."

— Marshall McLuhan

K-14: Partners in Service-Learning

by
Maxwell King

Brevard Community College
Cocoa, Florida

Introduction

Brevard Community College (BCC) and the Brevard County School Board have developed a joint service-learning initiative which profoundly impacts both institutions and Brevard County. The school system and the college have created a classroom that goes far beyond the walls of our buildings and campuses, instilling in students a lifelong commitment to civic duty, from kindergarten through adulthood.

This article features the historical context, spotlights innovations of our collaborative efforts, and delineates some suggestions for successful implementation of K-14 service-learning collaboration.

Historical Context

The college and school district have a rich history of cooperation. BCC's Center for Service-Learning (CSL), established in 1988, has placed and supported more than eleven thousand students in hundreds of community agencies and organizations. Annually, the CSL places more than 350 students in the school system who tutor, mentor, assist teachers, and work in diverse capacities.

An effective conduit for the placement and support of BCC students has been the Brevard County School Board's volunteer program, the APPLE Corps. Through this organization, the framework was established for significant collaboration between BCC and the school board.

A small but important minigrant was jointly authored by BCC service-learning staff and L. B. Johnson Junior High School in 1989. BCC students tutored and mentored about twenty at-risk students at the school. Through successful implementation of the grant, the college demonstrated its intent and capacity to provide students as resources to help in the schools.

Simultaneously, college students documented, through evaluations and journals, positive learning experiences through serving in the schools. Many college students decided to make teaching a career because of their experiences. The CSL shared these student testimonials and other benefits of service-learning with key school district administrators and teachers.

One of the most critical ingredients for further development of the partnership emerged in the middle of the college's curriculum: Scores of high school students who were attending college through early admission or dual enrollment began doing service-learning in their regular

college classes for partial or extra credit. Some of these students became ambassadors for service-learning initiatives in their high schools.

Concurrently, three other factors gave additional impetus to an eventual model for service-learning partnership: (1) The Florida Academic Scholars program was established by the state, which required high school students to do seventy-five hours of community service as a part of the criteria to receive the scholarship. (2) A service-learning grant was submitted by BCC to FIPSE (Funds to Improve Post-Secondary Education). Although the proposal was not funded, the college and school district both supported and authored the grant application. This *failure* planted fertile seeds for the future. (3) Florida K-12 Learn and Serve provided service-learning grants to individual Brevard County schools. Teachers began to seek information from the college on how to conceptualize and utilize service-learning.

School reform initiatives, both national (Blueprint 2000) and statewide (Florida Scholars) placed service-learning on the table of educational possibilities. The college, through its staff and program development funds, developed a pilot project in fall 1994. RISE (Reflection and Incorporating Service and Education) demonstrated that high schools could effectively incorporate service-learning into regular classes.

During this critical time, the school district designated the resource teacher for Accelerated Programs and Equity to be the contact for the CSL. Individual schools began to have more autonomy on curriculum matters, but district proactive guidance was vital.

The provost and dean of instruction on BCC's Cocoa Campus enthusiastically endorsed and supported our blossoming efforts. The provost encouraged the inclusion of BCC's service-learning course, Community Involvement, in dual enrollment course offerings with the school system. Additionally, the provost authorized and championed a part-time K-12 coordinator position for the 1995-96 academic year. The CSL director, district resource teacher, and K-12 coordinator could now work as a team to coordinate and implement new service-learning curriculum initiatives.

Recent Innovations

During 1995-96, several initiatives came to fruition:

- *The continuation of building a service-learning infrastructure in selected schools.* Service-learning staff work with individual school staff to support teachers and students. The recruitment, placement, and follow-up of student service learners provide much needed support.
- *Co-authoring of a Learn and Serve grant* yielded an official school district commitment to enter into partnership with BCC.
- *The development and scheduling of a dual enrollment service-learning course*, Community Involvement, at one high school. Ten students enrolled for this initial service-learning course, which led to the scheduling of four courses at four district high schools for fall 1996. Enrollment is expected to exceed one hundred students.
- *The initiation of ongoing teacher training* in service-learning through in-service workshops. The initial four-hour workshop involved more than twenty teachers. A

recertification course composed of sixteen hours of seminars and thirty-two hours of service attracted ten teachers.

- *Collaboration with Cocoa High School* on an at-risk youth program funded by a grant from the Florida attorney general's office: Teachers and students were taught service-learning, and a service mentor program pairing college students with at-risk high school students at service sites was implemented.
- *The CSL and school board work together on several administrative and curriculum matters* that will enhance service-learning throughout the school district. BCC service-learning staff work closely with the district's grant coordinator to provide technical assistance to teachers and schools who seek service-learning grants. CSL staff speak at various schools and districtwide meetings.

The Future

Top priorities for the future are expanding service-learning dual enrollment courses; developing a continuum of service opportunity at selected schools; utilizing college students as service-learning leaders in schools; extending teacher training and technical assistance; and impacting more schools in the district.

Suggestions for Campus-Community Collaborations

- *Provide resources on campus to build an infrastructure for service-learning.* Because BCC had a strong college service-learning program, resources could be extended to work with the school system.
- *Set a priority for collaboration.* Although the college places student service learners in more than 240 community organizations, we identified a few organizations in which to commit more resources. The school system was identified because of past BCC student service learners' experiences in the schools and our parity of overall missions to educate the populace of Brevard County.
- *All-for-one and one-for-all philosophy.* Education is a lifelong commitment, kindergarten through adulthood. Recognition of our common purposes, problems, and philosophies was an important catalyst to our collaboration's success.
- *Flexibility and persistence are integral.* Partners are not necessarily equal in the beginning of collaborations. Start with small successes and initiate pilot projects to demonstrate the worth of collaboration. Quick documentation and dissemination of information about the impacts of service-learning are vital. We found that it was vital to consider timing and the needs of both collaborators before meaningful progress could be achieved. The schools' immediate needs are of utmost importance and can serve as inroads for service-learning.
- *Local action and national vision are needed.* Key school district and college staff are needed to accomplish the nuts and bolts of service-learning. However, utilizing national and state curricular guidelines, programs, and success models are important to drive the engine of service-learning collaborations.

Campus-Community Collaborations

- *Top administrative support.* The connections for successful collaboration emanate from all levels of the college and school system, but it is critical to have institutional leaders' support for service-learning curricular or program development.

Dr. Maxwell C. King is District President of Brevard Community College in Cocoa, Florida, a multicampus institution. Dr. King has served as president since 1968. He is Co-Chair of the Florida Campus Compact and is serving a second three-year term as a member of the Executive Committee of the National Campus Compact. He also serves on the Campus Compact National Center for Community Colleges Executive Advisory Board.

Dr. King has provided vision and leadership for the college's nationally recognized and often replicated service-learning program, which he began in 1988. The Brevard Community College program has involved more than eleven thousand students who have served approximately 375,000 hours to the community. The program works closely with more than 240 community organizations and agencies, including crisis care, child care, education, the environment, government, health care, the justice system, senior services, youth services, substance services, and special adults and children.

Service-Learning and Community Collaboration: Connecting Faculty Values to Community Service

by
Robert W. Franco

Kapi'olani Community College
Honolulu, Hawaii

Introduction

In January 1995, with funds from Learn and Serve America and the American Association of Community Colleges (AACC), Kapi'olani Community College (KCC) launched its program to integrate service-learning into a multicultural writing curriculum. At KCC, a large number of faculty, from a wide range of disciplines, are strongly committed to understanding and appreciating cultural diversity, welcoming alternative voices, and valuing inclusiveness. These faculty values are essential to the successful integration of service-learning into our Asian-Pacific and Writing Across the Curriculum emphases. Further, these values have created a campus climate encouraging increasing faculty involvement in service-learning across the liberal arts and vocational educational curriculum. Faculty from numerous and varied disciplines require a wide variety of service-learning opportunities and experiences for their students in Honolulu's diverse, multicultural community.

Collaboration with the Community

Since 1980 I have worked with, and helped to create and sustain, community organizations developing employment, education, health, and housing opportunities for Honolulu's Samoan population. I am familiar with the culture and climate of social services in Honolulu and generally respect the work social workers perform. The community development dialogue between researchers, social workers, and the communities they purport to serve is of ongoing theoretical interest.

In February 1995, I began working closely with Atina Pascua, director of the Hawaii State Campus Compact, and Joan Naguwa, director of Helping Hand Hawaii, the volunteer coordinating center for the state of Hawaii. Together, we developed a list of community organizations needing volunteers in the east Honolulu area that KCC serves. I also initiated formal discussions with Kathy Takemoto, chair of the Palolo Interagency Council (PIC), an organization representing forty-five agencies providing services to low-income residents in Palolo Valley, which is also in the KCC service area. Pascua, Naguwa and Takemoto were invited to join the KCC Service-Learning Advisory Committee. In addition, Tanya Renner, a KCC psychology professor, volunteered at Helping Hands Hawaii and provided continuing insights into the functions and volunteer needs of various community organizations.

After successful discussions with PIC, Kathy Takemoto organized meetings between KCC faculty members, administrators and teachers from Jarrett Intermediate School, where nearly all the adolescent students from Palolo Housing are educated, and representatives of the Palolo YMCA and the Honolulu Parks and Recreation Department. From these meetings emerged three major service-learning opportunities for KCC students. First, twenty students from anthropology, sociology, and language arts courses provided an after-school tutoring program for thirty-five Jarrett students. Second, twenty students from English as a Second Language 100 developed and published two editions of *Palolo Pride*, a community-based newsletter focusing on PIC activities and educational opportunities for Palolo youth. *Palolo Pride* is supported by funds from the Campus Compact National Center for Community Colleges and AACC. Third, with minigrant funds from Hawaii State Campus Compact, we developed a multicultural readings project in which twenty-five developmental and college reading students performed directed readings at the Alani Child Care Center, and Palolo and Jefferson elementary schools. As part of this project, PIC members, Palolo Housing residents, and KCC faculty were asked for titles of children's books from Hawaii, Asia, and the Pacific. With grant funds we established a multicultural children's reading collection, which is available, on reserve in our college library, to service-learning students eager to promote early literacy in east Honolulu child care centers and elementary schools.

We did this and much more in spring semester 1995. At the end of that busy semester, we brought together faculty, students, and representatives from community-based organizations in a five-day institute to assess and develop our service-learning project. From this institute emerged even greater faculty consensus about the importance of cultural diversity, alternative voices and inclusiveness. Also, from this institute we developed our first *Service Learning Agencies Handbook*, which provides a one-page summary of agency mission, activities, learning opportunities for students, and commitments to orientation, training and, most important, supervision.

From this base of activities, we developed closer collaborative relationships in academic year 1995-96. A SEAMS (Science, Engineering, Architecture, Mathematics, and Computer Science) minigrant from Hawaii Campus Compact enabled KCC students to provide after-school enrichment tutoring to Jarrett students in astronomy, botany, math, and oceanography and to Kaimuki intermediate students in computer science. A minigrant from the Center for Disease Control and AACC provided an opportunity for KCC students to work more closely with Waikiki Health Center and Pacificare in their HIV prevention activities. In fall 1996, Pacificare will be offering a thirty-hour HIV Companions training program in our Educational Media Center. This training will be taped for integration into course curricula and use on the World Wide Web. In sum, our service-learning collaborations have provided an opportunity to put our community more centrally in our curriculum, our pedagogy, and even our Internet-based interactive distance education planning.

Suggestions for Campus-Community Collaborations

In establishing successful campus-community collaborations, the following suggestions may be helpful:

- Over time, the service-learning coordinator(s) should work with the faculty to find the best fit between a specific course curriculum and the mission and activities of a specific community organization. Coordinators should encourage faculty and students to develop their own service projects and to work in teams to solve community problems as they see and define them. This will require greater faculty commitment to project development and overall supervision, but can strongly connect specific course curriculum with service in the community. Strong and lasting partnerships often develop from this type of community collaboration.
- The faculty need to feel confident that their students are safe and well supervised during their service experience. A representative from the community organization needs to provide his or her signature on a site supervisor form, indicating he or she will provide required supervision. Faculty need to read student reflective journal entries carefully and try to determine if supervision is indeed being provided.
- The community organizations need committed, responsible student volunteers. They expect the service-learning coordinator(s) to provide effective student orientation, emphasizing this responsibility and commitment.
- Community representatives need to be educated about service-learning. Once they are, they should want to know what each student is trying to learn through his or her service experience. Faculty should require students to take the course syllabus to their first visit with the site supervisor. Students can then use the course objectives listed on the syllabus to delineate their expected service-learning outcomes.
- The service-learning coordinator(s) need to maintain frequent communication with representatives of community organizations and make it clear to them that they are expected to complete program and student evaluations each semester.
- Build a faculty coordinating team with well-defined roles and responsibilities. However, team members need to always be accessible to students, faculty, and community representatives.
- Finally, keep serving and keep learning.

Robert Franco is an Associate Professor of Anthropology and Assistant to the Dean of Instruction at Kapi'olani Community College (KCC), University of Hawaii in Honolulu. He has four times been nominated for the Excellence in Teaching Award and chaired both the Curriculum Committee and Faculty Senate. He is one of five community college faculty members nationally to be selected to participate in a project called The Faculty Role: From the Margin to the Mainstream, which is funded by the Corporation for National Service.

Currently, he is Director for KCC's Corporation for National Service Learn and Serve AACC project, Integrating Service-Learning into a Multicultural Writing Curriculum. He also directs KCC's Center for Disease Control/AACC project, Bridging Beyond the Classroom: Service-Learning for Total Health and HIV Prevention, as well as the college's SEAMS (Science, Engineering, Architecture, Math, and Computer Science) projects. He also coordinates Tech Prep Activities involving four community colleges and twenty-one high schools on the island of Oahu.

"A life is not important except in the impact that it has on other lives."

— Jackie Robinson

Community College Collaborations with K-12 Schools

"Of all the teachings we receive, this one is the most important: Nothing belongs to you of what there is. Of what you take, you must share."

— Chief Dan George

Just Another Wacky Wednesday: K-12 Service-Learning

by
Fred Wells and Sue Borquez

Glendale Community College
Glendale, California

Well-designed service-learning projects try to match the learning goals of a particular course with identified needs in the community. At the same time, well-organized service projects designed outside the classroom to meet specific needs can also lead to the overall strengthening of service-learning programs. A brief overview of Glendale Community College's efforts to create a collaborative partnership with its neighboring K-12 district should illustrate some of the challenges encountered when designing and implementing both types of service-learning projects.

In fall 1994, just after Glendale Community College received a grant from the Corporation for National Service to start its Volunteer and Service-Learning Center, two faculty members from our English Department approached the Center's staff looking for a way to improve the reading skills of their students. Together they developed a project for a course, two levels below freshman composition, that focuses on the development of reading and writing skills. By having their students read to children in after-school programs at grammar schools, the instructors expected their students to strengthen their own reading abilities while helping the children learn to read better. The resulting service project was called Read Aloud.

A different kind of service project in a K-12 setting, the Roosevelt Middle School Team Mentoring Program, was initiated by the Volunteer and Service-Learning Center and the Glendale Unified School District in spring 1995. The program is designed to fill a previously identified need for the after-school mentoring of middle school students within the school district. Working in teams of three--including a college student, middle school teacher and community member--mentors at Roosevelt Middle School work with approximately eighty middle school students every other week.

These approaches to service-learning vary greatly--one is faculty driven and the other more community driven. In both cases the projects are designed to meet needs in K-12 schools while providing college students with meaningful service experiences. Yet, as described below, the way a service project is conceived and implemented has important consequences for how the program will evolve.

The service-learning collaborative created by Glendale Community College and the Glendale Unified School District in September 1994 has led to the placement of more than two hundred college students volunteering within the school district. During the 1995-96 academic year, more than four hundred children in school district programs benefited from the collaboration. Planning for the collaboration began in October 1993 when the Glendale Unified School District approached the college about the idea of setting up a shared volunteer

center. The idea was to have the center facilitate the placement of college students and community members in volunteer positions within the school district while at the same time introducing service-learning into the college curriculum. As the discussions evolved, the college became interested in developing a service-learning program that would relate students' volunteer experiences in the community to their academic program. The school district was interested both in getting more volunteers involved in the schools and in the promotion of service-learning projects for their K-12 students.

Returning to a discussion of the faculty-initiated project Read Aloud, it's interesting to trace the program's evolution over the last three semesters. By the spring 1996 semester, the project--which has college students read to children in after-school child care centers--was no longer offered as a part of the original basic skills English course for which it was designed. Instead, project Read Aloud was offered as an option for students in three different courses, including sections of Child Development, Children's Literature and Spanish. After conceiving of the projects as a way to boost the reading skills of their students, the two English instructors worked with the college's volunteer center to identify several elementary school sites with after-school child care centers. Sites were originally chosen based on the convenience of location and the level of interest in the program among the child care center's staff. It was decided originally that the college students would read to children who were within the level of grades four through six. Over the course of the first semester, in the spring of 1995, two important lessons emerged: Staff at some of the centers were much more receptive to the program and therefore to the college students' needs to learn through reading, and, in general, the college students were intimidated by the strong reading skills of many of the children. The program, designed partially to boost the confidence of these college students from a basic skills English class wasn't working.

In consultation with the volunteer center's staff, the instructors decided to send their students to the much needier and younger children in the Glendale Unified School District's Even Start program. These children ranged in age from three to six. Even Start targets young children from immigrant families receiving funding through Aid to Families with Dependent Children. The program takes a family literacy approach. In most cases, the children come from families in which their parents are not literate in their own primary languages, let alone English. Although the Even Start program's staff were organized and eager to have tutors, their children's English comprehension abilities were so low in most cases that it was hard for the college students to read to them in English. After two semesters of having their students read to very different groups of children, the English instructors decided to take a break from project Read Aloud.

But a need had been recognized within the school district's after-school programs. Both Even Start centers and other after-school child care centers wanted college students to read to their children. College faculty from an introductory Child Development class, a Children's Literature class and a Spanish class came to the rescue in the spring 1996 semester. The Child Development students gain valuable exposure to young children while working in Even Start centers. Many of the students in the college's Child Development program are bilingual, sharing the same first language as the families in Even Start. Students from the college's Children's Literature class have greatly enjoyed selecting materials and then reading

to kids in after-school child care centers at several elementary schools. Students from this class have stronger English skills than those from the basic skills course. The match has worked out well, and even more students are expected to participate in the fall 1996 semester. Several students from a Spanish class were able to practice their language skills while reading to children in Even Start centers. The children do not speak English and many of their parents are also illiterate in Spanish. The college students get an excellent opportunity to practice their Spanish conversation skills, creating another good match. More students are expected to continue reading in Spanish in the fall 1996 semester. Project Read Aloud served approximately 250 children within the Glendale Unified School District during the 1995-96 academic year.

Faculty from the college's English as a Second Language (ESL) division have also worked with the volunteer center's staff and are now placing advanced ESL students in the program. Participating ESL faculty see a benefit to their students both in terms of improving their reading and conversation skills while they volunteer and in terms of improving their writing skills through the process of written reflection about the experience. The experience of reading to the children often gives participating ESL students a visceral experience to write about.

An example of a co-curricular approach to service-learning, the Team Mentoring Program now takes place at two middle schools within the unified school district. The project was initiated by the college's Volunteer and Service-Learning Center after much consultation with staff from the school district and each of the participating middle schools. Both school principals and Glendale Police Department officers felt there was a strong need for an after-school mentoring program targeting young adolescents who would be likely candidates for gang membership. Training and assistance for the program have been provided by Los Angeles Team Mentoring. Each team is made up of a middle school teacher, community member, college student and ten to fifteen middle school students. At each school, the program serves approximately eighty students from low-income neighborhoods. The structured activities are designed to promote teamwork and leadership among participating middle school students. Most of the college student mentors are planning careers in fields that relate to education and social welfare. Mentoring provides these students with valuable insights into their chosen careers.

Although team mentoring started as a co-curricular service activity, the program has led to the strengthening of both the college's recruitment efforts and its curriculum-based service-learning. Because the team mentoring approach requires teacher participation, it has created new contacts and opened doors for more meaningful cooperation. The program provides the college and the middle schools with a common goal--the edification of the middle school students. As a result of the mentoring program, two middle schools approached the Volunteer and Service-Learning Center with the idea of sending their young students up to the college for a half day during the summer. Students now work with middle school teachers and several college faculty members to put on the Wacky Wednesdays project. During the month of July, college students work with the middle school children in projects involving theater, dance and the arts. This project provides the middle school students with an orientation to the college and helps them start thinking about their educational futures. It also brings college

faculty and middle school teachers together on a positive, informal basis. Another project resulting from contacts made through the team mentoring program involves students in a college algebra class who will begin tutoring struggling math students from the seventh grade during the fall 1996 semester. After talking with people who run a similar project at the University of Michigan, the participating math instructor decided to have her students from a college algebra class tutor the seventh graders in fractions. The tutoring should strengthen the college students' facilities with fractions while helping the seventh graders to learn.

Another outgrowth of our collaborative efforts with the Glendale Unified School District has been the placement of individual students in volunteer positions throughout the district. College students are currently volunteering in approximately twenty schools--from elementary to high school. Examples of these placements include college students helping fourth graders paint a mural of their school, doing one-on-one tutoring at middle schools, and serving as teacher assistants in high school classrooms. Faculty from Counseling, Child Development, Spanish, Psychology, Social Science, English, ESL, History, Economics, Fine Arts, Biology, Allied Health and Sociology have all referred students to do volunteer work in various areas in the schools. A large number of these are students considering careers in education.

Serious consideration should be given to several factors when setting up a similar program. One key factor during year one of the program was working with a liaison who was a Glendale Unified School District employee and who also worked part-time for the Volunteer and Service-Learning Center. This liaison within the school district not only helped to facilitate the logistics during the first year of operations, but also provided valuable knowledge about the inner workings of the school district. In our second year of operation, the Center hired a school district coordinator on the college campus to work with students and faculty to ensure their participation in service-learning projects created the previous year. Having a coordinator on campus has been extremely important in terms of both faculty and student participation in the projects. The coordinator oversees all projects implemented within the school districts, assisting faculty and students who are planning projects.

Glendale Community College's service-learning collaborative with the Glendale Unified School District serves two important functions at the same time: It improves the quality of our academic offerings while also enhancing our ability to recruit and better prepare the college students of the future. Service-learning projects within the K-12 system create opportunities to improve articulation with the school district. While preparing service-learning components in their classes, several faculty members from the college have visited school sites and met teachers within the school district. Similarly, participating teachers from the Glendale Unified School District have come on the college campus to participate in various service projects. Such contacts lead to a growing awareness of the benefits of improved articulation within disciplines such as English as a Second Language and Mathematics. Faculty and staff at the college and within the Glendale Unified School District have begun work on several joint grant proposals aimed at improved articulation within the areas of English Literacy and Mathematics. Service-learning has brought the interested parties together.

Fred Wells earned his bachelor's degree from Columbia University and his master's in Regional Planning from the University of Texas at Austin. As an undergraduate at Columbia, Fred volunteered with the student operated Community Youth Program, which provided mentoring to underprivileged youth from low-income housing projects in New York City. He worked in the Research and Planning office and initiated a film/video series, Beyond Tolerance, which brings faculty, staff, and students together outside of the classroom in order to build understanding among a diverse student population.

Fred co-wrote the grant that partially funds Glendale Community College's Volunteer and Service-Learning Center through the Corporation for National Service's Learn and Serve America: Higher Education Program and currently serves as Program Director for the Center.

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Sue Borquez is the School Programs Coordinator for the Volunteer and Service-Learning Center at Glendale Community College. She serves as the liaison between the Glendale Unified School District and the college's Volunteer Center. Recently, she has taken on additional responsibilities as the coordinator for college student volunteers who are placed in health care community organizations. She is a member of the Glendale Healthy Community and Glendale Healthy City organizations.

Sue, who worked as Administrative Assistant to Ventura County Supervisor James R. Dougherty for eight years, has always been committed to community service, serving at one point as President of the City of Moorpark's Friends of the Library.

"One becomes virtuous by doing virtuous acts."
— Aristotle

Service-Learning: A Synergistic Model

by
Esther Mason and MaryEllen Gray

Community College of Allegheny, Boyce Campus
Pittsburgh, Pennsylvania

Three converging elements prompted the development of a 1995 grant proposal for Pennsylvania Service Scholars through AmeriCorps National Service at the Community College of Allegheny County (CCAC), Boyce Campus: support of service-learning by the CCAC president, Dr. John M. Kingsmore; leadership of Dr. Jacqueline Taylor (Vice President and Executive Dean of CCAC, Boyce Campus) in Campus Compact organizations in Michigan and Pennsylvania; and a twenty-five-year history at Boyce Campus in student volunteer service activities. A partnership proposal in concert with the Monroeville Chamber of Commerce and the nine campus service area school districts, including the Area Vocational-Technical School, provided three Pennsylvania Service Scholars with the opportunity to develop solutions to locally identified needs.

Central to the partnership was the provision of service-learning, career exploration and mentoring activities for at-risk K-12 students enrolled in the Boyce Campus service area. This was the first set of challenges for the Service Scholars: What are our tasks? How do we get started? Who can provide us with the information we need?

With the assistance of the Campus Administrative Support Team, the students began to explore their available resources. These *reconnaissance* missions enabled the students to develop myriad skills. For example, they needed to review the grant proposal and define the goals and objectives in terms that enhanced their own comfort level with the project. Once this was accomplished, a plan was devised. They demonstrated both initiative and creativity in contacting campus resources, as well as community contacts to garner information that enabled them to become familiar with available resources. Interpersonal skills were enhanced as they discerned community needs. They also experienced the successful navigation of various systems and processes. Throughout the year, the Service Scholars matured through self-discovery and self-assessment opportunities and developed into a cohesive team.

As educators, we recognize that not all learning takes place in the classroom. This was especially true for the Service Scholars. Through team meetings on campus, regional meetings at the various participating colleges and universities, community agency interactions, conferences, seminars with local superintendents and principals, and workshops with other students, the team learned many lessons and completed the required preparation work and follow-up activities. Preparing the quarterly reports and personal journals were additional learning experiences that complemented classroom course work.

Of the many activities completed by the team, two are of particular note: The Forbes Road East Area Vocational-Technical School Mentoring Program and the Summer Library Children's Reading Program. Forbes Road East Area Vocational-Technical School is located directly across the street from Boyce Campus and serves as the technical skills training center

for the nine school districts within the campus service area. The Service Scholars approached the Forbes Road personnel and were able to work at the school, mentoring and tutoring at-risk high school students. This experience was the Service Scholars' breakthrough project. By working at the same site with the same students, supported by consistent supervisors, they developed confidence. They were also able to measure the outcomes of the work and received feedback from Forbes' staff relevant to their efforts. This was a truly mutually beneficial experience: Forbes had the benefit of consistent volunteers while the students were able to integrate into an existing program. They learned more about the principles of mentoring. A secondary benefit to the Service Scholars was that they now had real field experiences to share with other students and were able to persuade their classmates to volunteer with additional mentoring opportunities within the local community.

The Summer Library Children's Reading Program challenged the resources of the team. They had some parameters within which to work but were encouraged to be creative in designing their component of the project. They were also required to be dependable and provide a stable learning environment to the children (K-6). The team spent many hours planning, developing, and implementing a series of reading activities, culminating with a mystery scavenger hunt that was very well received by both the staff and the students at the area libraries. Again, they were successful in working within a system and exhibited teamwork to accomplish their goal.

Having completed these two projects as a team, the Service Scholars realized that their interests and abilities were divergent. They decided to pursue different projects. Mentoring at-risk students in an urban setting, assisting with an after-school latchkey program, and tutoring emotionally and physically challenged students were among their new projects. They were able to approach the student government to secure monies to sponsor the clearance approvals for Boyce Campus students who wanted to continue the initial efforts of the Service Scholars.

Within the community, they were able to network not only with other colleges and universities, but also with individuals and agencies within various volunteer groups. With every meeting, they returned to campus with new ideas and opportunities for volunteer efforts at the campus. On February 28, 1996, the Service Scholars, in conjunction with the Wilkinsburg School District, the Cities in Schools (the nation's largest nonprofit organization devoted to preventing high school dropouts), Pennsylvania Service Corps, and the Boyce Campus of the Community College of Allegheny County, hosted a program that enabled 125 eighth-grade students to spend the day taking vocational tests that assessed their interests and skills, touring the campus, participating in Black History Month, and learning about college admission, financial aid, and support services. This collaborative effort would have been impossible without the Service Scholars interfacing with these agencies to secure the following resources: bus transportation provided by Wilkinsburg School District; lunches provided by the CCAC Student Government Association; career testing purchased and administered by the Career Planning and Placement Center of CCAC; adult supervision by Cities and Schools; and the Black History Program provided through the Progressive African American Association. This event received widespread media coverage.

Because of the success of this program, the Service Scholars were approached by the Gateway School District to help coordinate and operate a weeklong leadership training program for their high school students. This particular program consisted of four 5-hour sessions consisting of seminars, work groups and exercises designed to develop interpersonal skill, leadership and personal growth, and culminated with a community service project on the fifth day. The presenters included the Service Scholars, a Service Corps member, Gateway High School faculty, and Boyce Campus personnel.

These types of cooperative projects enhance the spirit of volunteerism and serve to benefit both the participants, as well as the community at large, and could be replicated in communities that are committed to assisting at-risk youth.

The Service Scholars are strongly supported by the Campus Administrative Support Team and the faculty, staff and students at Boyce Campus. Their efforts and calls for volunteers were recognized by the campus community and have positively impacted the integration of service-learning activities within the curriculum. Significant was the enrichment of each of the lives of the Service Scholars as they learned to reach out, touch, and make an impact on the lives of children and members of the community. They have, indeed, contributed to the promotion of service-learning efforts at the campus.

Collaboration is a daily enterprise for Esther Mason and MaryEllen Gray. These two partnered as 1995 leaders through the National Institute for Leadership Development, sponsored by Phoenix College, Maricopa Community College District, American Association of Women in Community Colleges, The Ford Foundation, and the League for Innovation. Community Service and volunteerism are personal and professional interests for both women.

Esther Mason has been serving as the Assistant to the Executive Dean at the Boyce Campus of the Community College of Allegheny County since December 1995. Supervision of the Pennsylvania Campus Compact Service Scholars and Service Corps programs at Boyce Campus is a primary job responsibility. Prior to this position, Esther served as Academic Advisor, Director of Supportive Services, and Director of the Boyce Child Development Center.

This summer MaryEllen Gray was appointed systemwide Director of Admissions for the Community College of Allegheny County. With more than twenty years of employment in community college settings, MaryEllen has worked in a variety of student service positions. She has also been an adjunct faculty member of Fine Arts, Media, and Oral Communications since 1981. Her community and professional activities reflect strong support of service activities.

"The value of experience is not in seeing much, but in seeing wisely."

— Sir William Osler

College Compact and Freshman Company

by
Laura Bridges and Martha Cox

Grand Rapids Community College
Grand Rapids, Michigan

College Compact and Freshman Company is a leadership and citizenship-building program in which college and urban high school students come together in a mentoring partnership. College student mentors learn a proven leadership model, the American Youth Foundation's Team Formula for Effecting Change. The college students receive training concerning the model during four three-hour training sessions and then teach it to their partnered high school mentees during a weekend retreat. Leading by example, the high school participants then utilize the model to positively impact and change their high school and surrounding community in the four priority areas selected by the Corporation for National Service: environment, safety, health, and education. Together the mentoring partners develop and implement action plans that include their immediate community, emphasizing that the high school students are important contributing members of the community who can proactively bring about change in their urban environment.

By fostering capacity-building skills in at-risk students, college student participants practice valuable leadership skills, such as consensus building, program planning and interpersonal communication techniques. The implementation and integration of these skills in the mentoring relationship in both partners leads to service-learning projects based on the four priority levels identified by the National Corporation for Service.

Approximately 260 public school students participate in the program each year at the freshman level. A continuation and expansion of the program is being developed for returning sophomores and includes recruitment of Freshman Company participants.

The partnership program between the colleges and high schools began in 1992 and includes participation by the American Youth Foundation. The foundation provides an indoor camp facility where the college mentors, high school mentees and staff advisors from the high schools and colleges attend an overnight retreat in a rural setting to promote team building while teaching the capacity-building skills and leadership. Two colleges and their two partnered high schools attend on separate weekends due to the large groups involved. It is at this site that the forty participants from each school break into teams of ten, with two college mentors per team, and design their service-learning projects in one of the four targeted areas. In this format, each school has one project that addresses the environment, safety, health, and education.

Through College Compact and Freshman Company, four colleges and universities in the Grand Rapids area partner with one of four city high schools. While Grand Rapids Community College is the only community college currently involved, the model provides a leveling effect in that all the partners have equal access to the training procedure and resources (that is, the retreat site, handouts, etc.). Ten mentors from each college, called The Compact,

train and facilitate the development and implementation of visions, goals, and action plans that are designed by forty at-risk freshmen from each high school, called The Company. Environment, safety, health, and education are the four priority areas targeted by the National Corporation for Service and addressed by the projects the high school students design. Through implementing their action plans, both the freshmen and the college mentors develop a greater willingness to address community problems, as evidenced through preactivity and postactivity surveys. The students also provide role modeling and networking opportunities throughout the educational communities involved.

Additionally, the freshmen experience community and group-building models, both interscholastically and intrascholastically, that have led to empowerment outcomes, including observable positive changes in overall freshman participation in school activities.

Funding sources for the program include the National Corporation for Service, the Michigan Community Service Commission, the Brunswick Foundation, and the Michigan Campus Compact.

Laura Bridges is a Psychology faculty member at Grand Rapids Community College (GRCC) in Michigan. She earned her master's degree in Psychology from the University of Georgia. During her first year at GRCC, she was introduced to service-learning and now integrates service into all of her psychology classes: General/Introduction, Child Psychology, Abnormal Psychology, Life-Span Human Development, and Statistics. She also is dedicated to assisting faculty at GRCC and other institutions with integrating service into their classes.

Laura serves on a Michigan Community College committee whose focus is to integrate service-learning into the college curriculum. She works with the GRCC Freshman Company and is a member of the Southern Gerontological Society. She is currently assessing ways to combine gerontology and service-learning.

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Martha Cox was Personnel Technician for Grand Rapids Public School prior to joining Grand Rapids Community College. As a campaign coordinator for the United Way, she achieved successful fund-raising results during a time of economic crisis. She is an interpreter for Spanish-speaking families at the Ronald McDonald House, previous co-chair of the Mexican Patriotic Committee, and volunteer for Festival 92-96 (one of the largest festivals in the United States). She is very active in her church, serves on the board of directors for the Prevention of Child Abuse and Neglect, and is a past member of the Grand Rapids Jaycees.

Martha's current position is Coordinator of Service-Learning at Grand Rapids Community College since 1993.

Community College Collaborations with Four-Year Colleges and Universities

"A good society . . . depends in the last analysis on the goodness of individual, not on the soundness of institution or fairness."

— Robert Bellah, *Habits of the Heart*

Service-Learning Collaboration with Four-Year Institutions

by
Terry Brown

Community College of Spokane
Spokane, Washington

Introduction

Greater Spokane has a unique opportunity in that six colleges and universities have a major presence in our community. These colleges are Spokane Community College, Whitworth College, Gonzaga University, Washington State University, Spokane Falls Community College, and Eastern Washington University. Over the last nine years, these organizations also have been academically connected by the Joint Center for Higher Education that coordinates educational offerings in the area. This provides stimulation and rewards cooperation and collaboration for the institutions.

As a result of excellent presidential leadership, the six institutions have the strongest potential for collaboration efforts. This sets the stage for two- and four-year college collaboration in service-learning, and it has been productive.

Collaborative Efforts - Overview

Over the past six years, the city of Spokane has hosted three statewide conferences for Campus Compact of the state of Washington. By co-hosting the event (one college took the lead), the program has been a model for quality, completeness, and production and has been meaningful and well attended. At each event, at least eight college presidents attended and participated in the conference. That effort promoted attendance by other staff members as well. We will continue to do this.

Adopt-A-School

More than six years ago, Community Colleges of Spokane initiated a program called Adopt-A-School. Grant Elementary School was chosen because it had some of the greatest human needs: low-income area; teenage dropouts; crime, diversity; a preponderance of single parents; etc. The goal was to develop a model program for providing multiple services to Grant to help children succeed in school. All the local colleges were invited to participate, and four played a role in the program.

During a five-year period, more than five hundred students, staff, and faculty participated in all kinds of activities: tutoring, mentoring, parent cooperative, parent

workshops, carpentry projects, visiting colleges, a quarterly presidential luncheon for students who excelled, building a computer center, and twenty other related activities.

College service-learning coordinators met to discuss what the needs were, how they could be met, and who would take the lead. The result was a highly coordinated program that provided service to more than 70 percent of the students at Grant. The program was a great success. An evaluation process was utilized and the results were positive.

Habitat for Humanity

Three of the colleges collaborated to build a house for Habitat for Humanity. More than two hundred students participated in the construction process. The carpentry program at Spokane Community College took the lead in building the facility. Volunteers are still assisting other agencies that build houses for Habitat in Spokane. More than fifty students assist each year.

Other collaborative efforts include voter registration, developing youth community service programs in the Spokane school district, hotline to the Washington state legislature, working with Coalition Against Malicious Harassment, and shared AmeriCorps staff, to mention a few.

The Future

Many potential projects are under consideration:

- develop tuition waivers for transfer students who promote service-learning (under discussion)
- utilize work-study students to promote community service projects (already started)
- promote sabbatical leave for faculty to develop service-learning programs (one this year)
- develop home page and Internet service-learning in Spokane (committee formed)
- continue to promote joint funding projects (ongoing)
- conduct joint faculty meetings at colleges to promote service-learning (to be discussed this year)
- ask departments at different colleges to conduct joint meetings to write service-learning curriculum (one meeting already held)
- conduct joint college award ceremonies where we celebrate student/staff successes (to be discussed this year)
- develop strong and effective joint summer youth college for ages nine to fifteen (Spokane Falls Community College has been doing this for seven years and will take the lead)
- work out joint public relations/promotional campaigns (two colleges already involved)
- develop "impact statements" that tell how the six colleges/universities have accomplished activities in the community (discussion already started)

Conclusion

Strong presidential leadership is required for effective two-year/four-year collaborative efforts. Effective evaluation assists by showing the college community the effectiveness of the program. Recognition of outstanding efforts must be made. The programs need to be *institutionalized* to be effective on a long-term basis.

College presidents who are involved in service-learning need to recruit other presidents to get involved: Colleges/universities that have strong and effective service-learning programs have better students, better faculty, and a vision to succeed. Enthusiasm spreads and makes a difference.

Since 1987 Dr. Terry Brown has been the Chief Executive Officer of the Community Colleges of Spokane in Washington. He is one of the founders of the Washington State Campus Compact and a current member of the Campus Compact National Center for Community Colleges Executive Advisory Board.

Previously, he was the President of Western Wyoming College and Yakima Valley College (Washington). He also taught chemistry, mathematics and physics in K-12. His doctorate is from Oregon State University, and he earned master's degrees from Oregon State University and Pacific Lutheran University. Terry has demonstrated leadership on his campus and in his community by serving on various boards.

"What matters is that you are not cruel or wasteful; that you don't keep the truth from those who need it, suppress someone's will or talent, take more than you need from nature, or fail to use your own talent or will."

— Gloria Steinham

Community College Collaborations with Business and Industry

"As we develop ideas, one of the major challenges is to be convinced and to convince our constituency that our investment of time, energy, and talent toward sharing and collaborating is in everybody's best interest."

— Dr. Larry Christiansen

Educational Partnerships with Business and Industry

An Interview with Larry Christiansen Mesa Community College Mesa, Arizona

by
Terry Pickeral

Mesa Community College in Mesa, Arizona, has a proud history of engaging in partnerships with business and industry that meet community needs. President Larry Christiansen has demonstrated leadership in these endeavors and recently accepted the Campus Compact National Center for Community Colleges Campus-Community Partnership with Business and Industry Award on behalf of the college. Terry Pickeral met with President Christiansen to discuss campus-based business and industry collaborations, and the transcript of the conversation follows.

Pickeral: *How do you describe the foundation of partnerships at Mesa Community College?*
Christiansen: To us, partnerships are really relationship building, the college being a player in terms of decision making and the community feeling good to be a part of the college. We have developed mutually beneficial relationships with many major businesses and industries here in the East Valley, including AT&T and Motorola University.

We find it important to understand that partnership means that you do not get your way all of the time; rather, you have a common vision. We have learned there is more than one way to approach and accomplish a task, and in the end partnership means sharing. It is interesting that sometimes these things are foreign to us who like to do it our own way, but they are the foundation of relationship building.

Pickeral: *What benefits can community colleges derive from partnerships with business and industry?*
Christiansen: There are several specific points that can be made from our experience here at Mesa Community College.

First is one of *currency*. That is, by working with business and industry partners, our curriculum is required to *stay current*. Our faculty are aware of business and industry needs and do not become complacent in their class offerings. It also makes our students more employable.

The second is employee renewal. Our faculty have been taught to teach in a particular way; however, some of our partners have engaged our faculty, for six months to a year, in a training type of environment to work on their site, which re-energizes our faculty and enhances their teaching skills.

Third is the institution's responsiveness to the community. Working with new players, learning how to be a good neighbor and citizen, especially in terms of labor force needs, is important. When business and industry work on a particular process or idea, the college is there.

Fourth, when we are on the cutting edge of activity, there is an opportunity for students to mix with full-time employees and work on projects with business partners and to secure jobs.

Fifth is the entrepreneurship nature of the partnership. Some of the partners have donated equipment that we could not otherwise afford. In some cases, we have done joint hiring; in others, we have had opportunities to provide a climate for students to use or become familiar with business equipment, training materials, or the way business is done that would not otherwise be possible.

Sixth is economic development. Many say community colleges should not be part of economic development. We are, however, an economic development player with our local and regional community. When companies locate or relocate, they look to education, or aspects of education as one of the important issues on their list. Education delivery is not just for business, but also for education of their workers' families. We work hard at providing training and retraining for individuals who are part of the workforce.

Pickeral: *What benefits can business and industry secure from working with community colleges?*

Christiansen: First, a trained and renewed workforce. Business and industry wants a workforce that is nimble enough to succeed at their job and to understand the kinds of things a community needs and takes pride in as well. Colleges many times can provide a quality product for the same or less money.

Second, value from things business/industry cannot do. For example, employees receive college credit for training/learning, leveraging this training through value-added elements such as degrees and certificates.

Third, a variety of delivery times and locations. Business and industry gain access to campus services and equipment, distance learning, different sites and time options. Successful training is done in more than one delivery mode.

Other value-added pieces for business and industry are areas like basic skills training and language training. Businesses do not have just one set of needs. Many employees need enhancement to their skills, in some cases just a refresher. These kinds of enhancements can be secured at the community college.

A significant benefit business and industry derive from a community college partnership is the building of future relationships. Training needs do not stop. New technological advances, a plant expansion in two years, or relocation of people years from now--that partnership establishes long-term ability for business to work with community colleges to face those futuristic challenges. This is buying position for future delivery that can be significant.

Pickeral: *Mesa Community College has demonstrated leadership in two communitywide initiatives. Tell me about the East Valley Partnership and the East Valley Think Tank.*
Christiansen: The East Valley Partnership (EVP) is an organization of more than three hundred East Valley business/industry and community leaders who address issues that cross traditional community lines and look at the needs of the east side of Maricopa County, known as the East Valley. The EVP addresses the following kinds of issues: transportation, appointment to boards and public commissions, and community projects like Kids Voting, which stresses the importance of citizen participation and voting. It is these kinds of initiatives that become significant as we look at our community.

For more than a decade, the East Valley Partnership has been active politically in community issues. Several years ago, there was a funding crisis for both K-12 and higher education. In an effort to contribute to a solution, the EVP developed an educational initiative of its own. To effectively promote the initiative, the EVP needed a voice to talk about kindergarten through Ph.D. in the East Valley. Out of this need came the East Valley Partnership's relationship with the East Valley Think Tank (EVTT).

By definition EVTT is a group of all kindergarten through Ph.D. public sector educational institutions within the East Valley. Its purpose is to collaborate by bringing together the education groups with the idea that it makes more sense to do some things together than separately. Whenever possible, the educational community should speak with one voice rather than many.

A dotted-line relationship connects the East Valley Think Tank with the East Valley Partnership. Since EVTT has no business/industry advisory committee, and the EVP has no long-term educational advisory committee, the two organizations depend upon each other to stay current on issues relating to their respective areas of expertise. This two-way dotted-line relationship brings reports and ideas and will continue to provide help, support, and attention to both the business and the educational community.

Pickeral: *What are some specific examples of the projects these organizations have established?*
Christiansen: As I mentioned, the national Kids Voting program began right here in the East Valley as an East Valley Partnership project. It is a highly successful program that engages our youth in understanding the right, responsibility and habit of voting.

We have also been successful in our School-to-Work and Tech Prep programs. EVTT brought together its members to receive the largest single allocation of funds in the state. It demonstrated the kind of setting that capitalizes on the cooperative spirit of the educational community.

The EVTT Teacher Corps Partnership project responded to the need for citizens who are not in teaching positions to move into a community college/university setting for training and go to work in their local school districts. In this project, we had to work at breaking down barriers and securing scholarship money, and we had a variety of other initiatives that brought out every naysayer possible. Yet we were able to succeed through collaboration.

Pickeral: *What "lessons from the field" have you learned that can be helpful to other community colleges in developing effective collaborations with business and industry?*
Christiansen: I believe the most important lesson is that of *inclusiveness*. The EVTI started off by being inclusive, not exclusive. We agreed not to be too bureaucratic. There were no written rules, and thus none of the traditional trappings that most organizations have. For some this is great; for others it has been challenging.

A second lesson we have learned is to build trust. We each have our own niche in the community, our own activities and our own agenda. Collaborations only succeed as individuals trust each other.

A third lesson, aligned with the other two, is relationship building. As our agendas shift, we trust each other enough to talk about how we can share, enhance, and build a new initiative or project.

Pickeral: *All of this sounds great, and I am sure encourages our colleagues to develop and implement partnerships with business and industry, but what do you see as the major challenges to building effective campus-business collaborations?*
Christiansen: First, let's agree that initially it is easier to do things yourself than to share with others. Further, we are not placed in environments many times where we are encouraged to share. As we develop ideas, one of the major challenges is to be convinced and to convince our constituency that our investment of time, energy, and talent toward sharing and collaborating is in everybody's best interest.

Another challenge is to be able to identify the perceived or real value-added nature of collaborations. People say "What is in it for me?"

Another challenge is the multiplicity of thought that exists within these institutions. For us to say we are going to have a common voice for education with kindergarten through Ph.D. is difficult. It is especially hard when you have a legislative agenda built on different laws, different funding sources, and different sizes of institutions. So there are plenty of barriers, plenty of reasons not to collaborate and share.

Pickeral: *How would you summarize the impact campus-community partnerships have on their institutions and the community?*
Christiansen: The reality is that by working together, you create more opportunity to appreciate the good that comes from the education community and the return it gives taxpayers, students, and the community. Many of these good things can be shared, enhanced, and celebrated. These positive outcomes are the reasons people want to come and live and work and become part of this particular environment in the East Valley.

Dr. Larry K. Christiansen is the President of Mesa Community College in Arizona. He brings to the position more than twenty years of experience in education. Before his presidency at Mesa Community College, Dr. Christiansen was the Dean of Administrative Services, Acting Dean of Instruction, and Associate Dean of Instruction at Glendale Community College in Arizona.

Dr. Christiansen is active in a variety of community activities. He currently serves as a member of the National Community College Chair Academy International Executive Advisory Board, Vice President of the MegaCorp Board, a board member of the Mesa Chamber of Commerce, a member of the Campus Compact National Center for Community Colleges Executive Advisory Board, and a member of the Executive Committee of the National Campus Compact.

"Unless someone like you cares a whole awful lot, nothing is going to get better. It's not."

— Theodore Geisel (Dr. Seuss)

At Brookhaven College and Ford Motor Company, Education is Job One

by
Patty Forsyth

Brookhaven Community College
Farmers Branch, Texas

Since 1994 Brookhaven College and Ford Motor Company have joined forces to provide quality education experiences for Ford employees and their spouses. This educational collaboration is one of several successful projects that Brookhaven's Workforce/Continuing Education Division supports in the local business community. Created less than five years ago, the Workforce/Continuing Education Division actively surveys local businesses for training needs. It then works with those businesses to plan, customize and deliver courses to meet their specific demands.

Through one of these surveys, it was discovered that Ford Motor Company has an established nationwide educational program for United Automobile Workers (UAW) automotive sites and seeks partners willing to use some creative methods to satisfy the unique educational needs and interests of employees.

The educational programs are governed by the UAW-Ford National Education, Development and Training Center (NEDTC), and UAW automotive sites throughout the country are eligible to receive training money from the NEDTC. Educational benefits include tuition reimbursement for academic credit and noncredit courses and on-site learning resource centers. Each UAW employee is entitled to receive $3,100 per year for tuition reimbursement, of which $1,800 can be used for noncredit courses. Funds from the NEDTC are distributed in two ways. First, funds are distributed per individual for credit and noncredit tuition reimbursement. Tuition reimbursement applications are submitted to the NEDTC, and money vouchers are sent directly to the institution. The second method of distribution is through the UAW-Ford Skills Enhancement Program (SEP). The SEP provides the opportunity for active UAW-represented employees and their spouses to continue their education, sharpen their skills in areas such as math, reading comprehension, and computers, and receive educational advising services that could lead to mastering new skills. The SEP facility is located in the plant as close to the work site as possible. The SEP is delivered at each UAW-Ford location by an education provider from the local geographic area and is funded by the NEDTC through yearly contracts with a local accredited college (UAW-Ford EDTP Training Manual).

Brookhaven has partnered with the Dallas Ford Parts Distribution Center (PDC), which is located less than five miles from the college. At the time of the survey, individual employees were taking advantage of the tuition reimbursement plan, but the Dallas PDC was not offering on-site education to the employees. The college pursued the idea of implementing a Skills Enhancement Program for the Dallas PDC. The steps that were

followed are those established by the NEDTC for all institutions requesting funding as an educational provider.

Step 1. Form an Education, Development, and Training Committee.
Identify UAW representatives and management representatives to act as the educational committee for the site. The purpose of the committee is to identify the needs of the employees and to approve budget proposals. The Dallas PDC committee includes three UAW representatives, two management representatives, and one Brookhaven College representative.

Step 2. Distribute interest surveys to employees.
Plant management allowed college personnel to personally distribute the surveys. Feedback from employees supported the establishment of an on-site educational center and was also used as input for the committee to determine educational interest

Step 3. Ensure local management support.
To be successful, management must be supportive of an on-site education program. We found the management philosophy to be supportive of continuing education. According to Ned LaRowe, employee relations manager for the Dallas Ford Parts Distribution Center, "Continuing education is a must in a competitive world. The auto industry is extremely competitive, and one way to assure our position in this competitive race is to have a totally educated workforce. The management is committed not just to training for skills used on the job, but also to education for the whole person."

Step 4. Submit proposal to the National Education, Development and Training Center.
The college, with the assistance of the site education committee, submits a program proposal to the NEDTC. The Brookhaven College proposal was reviewed and approved by the NEDTC.

Program Delivery

Under the direction of Brookhaven College, the Dallas Ford PDC Skills Enhancement Program has been in operation for two years. All funding for SEP is provided by the UAW-Ford National Education, Development and Training Center and includes purchase of equipment, instructional material, instructor salaries, overhead expenses, supplies and marketing material. The on-site education center is a dedicated area within the plant and is furnished with four state-of-the-art computers, one color bubble jet printer, news magazines, newspapers, desks, chairs, reference and leisure reading materials, VCR, and monitor.

The easy part of providing on-site education was creating a physical location and purchasing training materials for the Skills Enhancement Program. Delivering on-site educational services to meet the needs and interests of employees is challenging in that the

plant operates twenty-four hours, five days a week, and the majority of employees participating want classes either before or after their shift. This plant has two main shift changes, yet there are workers arriving and leaving work throughout the day. A large number of workers are scheduled from 11:00 p.m. to 7:30 a.m., yet there is another group of workers that arrive at 10:00 a.m. and leave at 7:00 p.m., and still others who arrive at 6:00 a.m. and leave at 2:00 p.m. Tailoring training sessions to meet the needs of individuals and scheduling at nontraditional hours is key to recruiting employees. The UAW-Ford National Education, Development and Training Center recognizes the twenty-four-hour work schedule and provides sufficient funding to assure instruction is available to all interested employees. Brookhaven College offers instruction as early as 5:00 a.m. and as late as 10:00 p.m. Instructional delivery methods include one-on-one tutoring, self-paced tutorials and small-group instruction. One-on-one instruction is the primary delivery method used at the Dallas PDC. Developmental reading, writing and math, GED preparation, computer software training, and Spanish skills are ongoing educational opportunities provided to employees and spouses. Other services available through the Learning Resource Center include academic counseling, financial planning seminars, assistance with filing tuition reimbursement forms, and open times for utilizing reading materials and computer work stations.

Based upon Brookhaven College's experience with UAW and Ford, other campuses could benefit by forming alliances with local UAW sites. The partnership is one that Brookhaven values and recommends to other colleges who have a UAW automotive site nearby. We have found working with employees to be very satisfying, and the support we receive from management is outstanding. Our relationship with the Dallas PDC becomes stronger each year we serve as the education provider. Both Ford and Brookhaven College benefit from the collaboration. The first and most apparent benefit is to the UAW-Ford employees. They are receiving instruction that will be useful in all aspects of their lives at a place convenient for them. The college receives funding through Ford, above and beyond the contract amounts for general-purpose student scholarships and for training salaried employees who are not eligible for education funds under SEP.

Patty Forsyth is a Program Director for Continuing Education at Brookhaven College in Dallas, Texas. She coordinates all noncredit computer training for technical support personnel, as well as for end users of software products. Patty also promotes and organizes training partnerships with many businesses, including Ford Motor Company and Stream International. As part of the Ford Motor partnership, Patty participates in the UAW-Ford Teacher Training Conference held annually at the UAW-Ford National Education Center in Dearborn, Michigan.

Additionally, she is involved with the City of Farmers Branch Leadership Program. The Leadership Program provides participants with business networking and community involvement opportunities. Participants in the program are members of the Farmers Branch Chamber of Commerce and participate in community development programs.

"It is critical that community colleges cooperate with business institutions, especially grassroots business groups such as chambers of commerce."

— Jesse Chanley

Collaboration with Business and Industry: The Mesa Community College Case

by
Jesse Chanley

Mesa Community College
Mesa, Arizona

Mesa is a community of more than 350,000 residents in Maricopa County, an area of about two million people with Phoenix at its core. During the 1970s and 1980s, Mesa was one of the fastest-growing communities in the country, nearly tripling in population. The area is characterized by sprawling urban housing development, abandonment of old neighborhoods in favor of new housing development, little sense of community and, until recently, almost no neighborhood organization. The new, more complex challenges presented by the rapid growth of the city have raised concerns about declining public participation and, as a consequence, the difficulty of developing effective community leaders.

Background to the Collaboration: Mesa Community College

Mesa Community College (MCC), the largest of ten Maricopa County community colleges, has always been active in community affairs. However, recognizing the many new challenges facing our communities, MCC, led by President Larry Christiansen, has stepped up its efforts to be more fully involved in community life. One of the steps taken was to create the Center for Public Policy and Service (CPPS), which opened its doors in the spring of 1992, offering internship-style service-learning courses to students. At this time, internship-type courses are offered in twenty-two disciplines, through which approximately fifty students per semester contribute an average of five thousand volunteer hours. Building on the success of these courses, the CPPS began integrating service-learning into existing classes in the fall of 1993. Mesa Community College has twenty-five faculty offering service-learning as part of an existing course, which gives the community 2,500-3,500 hours of volunteer assistance per semester. The disciplines represented by these figures include nontraditional service-learning disciplines, such as Geography, Biology, and Computer Science.

In addition to promoting service-learning, the Center for Public Policy and Service contributes to community collaborations by providing staff support for the Mesa Community Roundtable, the Mesa Action Committees, and the Building a Healthier Mesa program. These activities have contributed to more extensive ties between Mesa Community College and the business community, as detailed on the following page.

Background to the Collaboration: Mesa Chamber of Commerce

The Mesa Chamber of Commerce's primary mission is to promote the success of its members' businesses. However, Chamber members, recognizing that business success is enhanced by a vibrant community, have used the Chamber as a vehicle to participate in community affairs. Historically, the Chamber contributed to the community in three primary ways. First, the Chamber is directly involved in public policy, especially issues that impact economic development, such as tax policy and zoning. Second, the Chamber has helped finance and shape social services by encouraging Chamber members to support United Way fund-raisers in their businesses and to participate on United Way committees. Third, to meet the need for informed community leadership, in 1981 the Chamber began its Leadership Training and Development program, which provides participants with an overview of important community issues and provides them with access to key community leaders.

By the late 1980s, many civic leaders were concerned that rapid growth was changing the small-town, family-friendly atmosphere of Mesa. They saw a need to respond to the new challenges facing Mesa and to better anticipate and shape future development. To promote greater civic responsibility and activism, Vision Mesa, a citizen-driven community development effort, was launched in 1990. Committees were created to develop visions of what Mesa will be in the year 2015. Each committee dealt with a specific issue area, such as economic development and education. These Vision committees met periodically for several months, finalizing their visions in the spring of 1993. Vision Mesa was supported by the Chamber and many of its members were active in the process.

Vision Mesa was a great success. As detailed below, it led to the creation of the Mesa Action Committees and the Mesa Community Roundtable. These and other endeavors have led to a stronger, more productive relationship between Mesa Community College and our business community.

Development of the Collaboration

Mesa Community College began working more closely with the Mesa Chamber of Commerce on community affairs in the spring of 1993. The Chamber sponsors a yearly public policy gathering called Mesa Speaks. Prior to 1993, Mesa Speaks was held out-of-town as a retreat for Chamber members. In 1993, the Chamber decided to hold Mesa Speaks locally, open it to all Mesa residents, and to use the meeting as a culmination for Vision Mesa. The Chamber held Mesa Speaks at MCC to take advantage of the meeting facilities and to capitalize on MCC's role as a familiar community asset, open to all.

The primary goal of Mesa Speaks '93 was to discuss action items produced by the Vision Mesa committees, have participants prioritize the action items, and, finally, to create citizen action committees to implement the priority actions. At Mesa Speaks and in the following weeks, eleven Mesa Action Committees were created, as listed in Table 1.

Another major recommendation that emerged from Mesa Speaks '93 was the request that a Mesa Community Roundtable be established. The Roundtable serves two functions.

First, it provides a regular forum to bring together representatives of major civic institutions in Mesa to enable greater cooperation on citywide issues. The institutions that participate are the Mesa Chamber of Commerce, Mesa Community College, Mesa Public Schools, the City of Mesa, the Mesa United Way and the Mesa Action Committees (see Table 2 for membership). Second, the Roundtable also holds public forums. These public forums are designed to promote discussion of public policy, to bring together fragmented efforts to deal with particular issues, and to give ordinary citizens access to institutional leaders.

The Chamber and MCC collaborate on the Roundtable and support the Mesa Action Committees in several ways. First, the institutions now meet regularly through the Roundtable meetings. The Center for Public Policy and Service at MCC provides staff support for the Roundtable and the Mesa Action Committees, arranging meetings and taking minutes for the steering committees of each group. Additionally, the Roundtable public forums are held at MCC and coordinated by the CPPS. Among the topics that have been addressed at the public forums are neighborhood organizing, education, transportation and Kids Voting.

MCC and the Chamber also collaborate on the production and distribution of *Action Mesa!*, a newsletter published by the Mesa Action Committees and the Roundtable. *Action Mesa!* is written by a CPPS staff member who maintains a database of citizens that receive a direct mailing of the newsletter. One Chamber member provides the copying expense for the newsletter, another provides postage for the direct mailing, and the Chamber both distributes the newsletter with its monthly member mailing and uses its bulk mail permit for direct mailing. The circulation for this newsletter has grown from an original base of a few hundred to a total of more than two thousand at this time.

MCC's collaboration with the Chamber for Mesa Speaks has also continued. Mesa Speaks has been held at MCC since 1993, with the last three meetings devoted to neighborhood organizing, transportation, and neighborhood economic development. A growing number of MCC faculty and staff participate in Mesa Speaks. For example, at this year's gathering, more than a dozen MCC personnel participated, with three faculty volunteering as facilitators for breakout sessions.

Faculty Involvement in the Collaboration

There is extensive faculty involvement in our collaboration with the Mesa Chamber of Commerce. First, as mentioned previously, many faculty participate in the Mesa Action Committees. For example, four faculty served on an education committee that wrote a proposal for the development of business-education partnerships and sponsored a "principal for a day" business exchange program. This committee actually grew out of a Chamber education committee, and a faculty member was instrumental in combining the two groups into one.

Second, ten faculty have participated in visits to Roundtable-related community sites. These site visits have allowed faculty to better integrate service-learning opportunities for their students into their regular classes and to begin to build trusting relationships with the site supervisors.

Third, as mentioned previously, many of our faculty have participated in the annual Mesa Speaks meetings.

Finally, faculty also lend support to Mesa Community Roundtable public forums. Many faculty who hold classes at the same time as the public forums bring their classes to these forums when the subject matter is relevant to their course work. Additionally, faculty have offered alternative assignments or extra credit to their students for attending and reporting on these public forums.

Community Improvement Contributions

The collaboration between Mesa Community College and the Chamber has already produced dramatic community benefits. First, as noted previously, MCC and the Chamber were two of the key players in creating the Mesa Community Roundtable. To our knowledge, Mesa is the only large community that has regular meetings of the executives of their key civic institutions (see Table 2). The Community Roundtable has led to unprecedented levels of collaboration among these institutions. Furthermore, the Roundtable has also promoted greater citizen activism because of the access to civic leaders that the Roundtable public forums provide. At least fourteen citizen groups have participated in Roundtable forums.

Building a Healthier Mesa (BHM), a community organizing program, has benefited greatly from MCC and the Chamber. For example, Mesa Speaks '94, organized by the Chamber and hosted by MCC, was devoted to BHM. At that time, only one Mesa neighborhood had been organized as a pilot for the program. It was hoped that through Mesa Speaks, four or five more neighborhoods might begin to organize. Instead, ten additional neighborhood organizations were initiated during Mesa Speaks.

Summary

There is both a great need and great promise for replicating this collaboration in other communities. It is critical that community colleges cooperate with business institutions, especially grassroots business groups such as chambers of commerce. This collaboration offers many mutual benefits beyond the obvious ones of business providing finances and colleges offering worker training. MCC's collaboration with the Mesa Chamber of Commerce has encouraged both institutions to increase their community service and, thereby, has increased the number, diversity and quality of service-learning opportunities for MCC students.

An important point reinforced by our collaboration with the Chamber is the need for constant renewal of relationships and the necessity to adjust to change. For example, some Chamber members are questioning whether or not the Chamber is exceeding its role. They argue that the Chamber should restrict its activities to those which directly improve its members' profitability. As a partner with the Chamber, MCC has the opportunity to encourage Chamber members to keep their organization involved in the community by

helping to draw the connections between community health and business success. MCC can also help to reward the Chamber by helping to publicize its community contributions both in school publications and in the local press.

As the city grows and changes, MCC's relationship with the Chamber will also change. We are confident that the many benefits derived from this positive relationship will continue to make it flourish.

Jesse Chanley is the Assistant Director of the Center for Public Policy and Service at Mesa Community College in Arizona. At the CPPS, he promotes the integration of service-learning into MCC's academic curriculum and also assists with public policy formation and community development. The CPPS provides staff support to Action Mesa!, a new citywide network of citizen activists and civic institutions, and also works closely with a United Way neighborhood development program. Jesse's primary areas of interest are environmental and educational issues. In recent years, he has been a candidate for office in the state legislature.

Table 1
Original Mesa Action Committee Topics

Bicycle/Pedestrian Amenities
Business/Education Partnerships
Community Information System
Economic Development
Ethnic/Cultural/Age Diversity
Joint School/Community Center Usage
Mesa Family Entertainment Center
Public/Private Partnerships
Seniors
Solar Research and Development
Transportation

Table 2
Community Roundtable Membership - August 1996

Mesa Community College
Larry Christiansen, President
Sue McAleavey, Director, CPPS

City of Mesa
Farrell Jensen, City Council Member
Michael Hutchinson, Assistant City Manager

Mesa United Way
Debra Duvall, Chairperson
Dan Duncan, President

Mesa Chamber of Commerce
Dave Wier, President
Charles Deaton, Director

Mesa Public Schools
James Zaharis, Superintendent
Beth Coons, School Board Member

Action Mesa Committees
Connie Gullatt-Whiteman, Chairperson
Rotating Committee Chairperson

MCC/Business Collaboration Time Line

January 1992
Vision Mesa
January 1993
May 1993
5/93 Mesa Speaks '93 - Vision Mesa
Culmination of Vision Mesa
Mesa Action Committees Created
October 1993
10/93 Roundtable Public Forum - Mesa Action Committees
January 1994
1/94 Roundtable Public Forum - MESA LINK, Downtown
May 1994
5/94 Mesa Speaks '94 - Building a Healthier Mesa
June 1994
6/94 Roundtable Steering Committee Retreat
September 1994
9/94 Roundtable Public Forum - BHM Update, Election Issues
January 1995
1/95 Roundtable Public Forum - Transportation
April 1995
4/95 Roundtable Public Forum - Education, Bond Election
May 1995
5/95 Mesa Speaks '95 - Transportation
June 1995
6/95 Roundtable Steering Committee Retreat
January 1996
February 1996
2/96 Public Forum for Kids Voting Mesa
May 1996
5/96 Mesa Speaks '96 - Neighborhood Economic Development

"Citizenship is virtually co-existent with getting involved with one's neighbors for the good of the community. Those who intellectualize citizenship education to the point of limiting it to skills and competencies can have no hope of creating citizens who care."

— Andrew Oldenquist
Ohio State University

Community College Collaborations with National Service Programs

"The role of mentor and organizer of service opportunities adds additional challenges and responsibilities that increase the meaningfulness and impact of the students' service."

— Jim Glasson

Connecting Community Colleges to National Service Programs

by
Jim Glasson

Community College of Rhode Island
Lincoln, Rhode Island

"We propose, therefore, that the theme 'Building Communities' become the new rallying point for the community college in America. We define the term 'community' not only as a region to be served, but also as a climate to be created."

— 1988 Report of the Commission on the Future of Community Colleges

In the 1988 report from the American Association of Community Colleges, from which the above quote is taken, the Commission on the Future of Community Colleges writes eloquently about developing partnerships for learning as a means for community colleges to fulfill their community-building mission. Since the publication of this report, the growth of the service-learning movement has created a powerful vehicle for helping community colleges fulfill this mission.

An important resource for community colleges to be aware of, and tap into, as they nurture service-learning is the Corporation for National Service. The Corporation offers funds and opportunities for Americans of all ages and backgrounds to make their communities safer, healthier, and stronger through service.

The Corporation was created with bipartisan support by Congress, the President, and community groups nationwide in 1993. It is a public-private partnership that administers three national service initiatives: Learn and Serve America, the AmeriCorps National Service Network, and the National Senior Service Corps. The chart on the following page outlines these three branches and programs of the Corporation.

Learn and Serve America is the branch of the Corporation that focuses its attention on student volunteers and includes a higher education component and a K-12 component. Within the K-12 programs are both school- and community-based projects. Community colleges are eligible to receive grants from Learn and Serve Higher Education when they issue requests for proposals. Additionally, community colleges can partner with local schools and community agencies in K-12 projects. I have asked my college students to act as mentors for K-12 students and help to plan, organize, and supervise service-learning opportunities for students in elementary through high school. This has proven to be a powerful use of my students with service experience since they provide positive role models and multiply their service power when they engage younger students in the service activities. The role of mentor and organizer of service opportunities adds additional challenges and responsibilities that increase the meaningfulness and impact of the college students' service.

Corporation for National Service
Learn and Serve America
AmeriCorps National Service Network
National Senior Service Corps
Higher Education
K-12
Retired and Senior Volunteers
Senior Companions
Foster Companions
School-Based
Community-Based
AmeriCorps VISTA
AmeriCorps USA
AmeriCorps NCCC
National Direct
State Commissions
• Formula
• Competitive
Tribes Territories

Collaborations with National Service Programs

The second branch of the Corporation is the AmeriCorps National Service Network, which includes three programs: AmeriCorps VISTA, AmeriCorps NCCC, and AmeriCorps USA. The first two programs have histories that precede the Corporation, which was created in 1993.

VISTA (Volunteers in Service to America) has been meeting the needs of underserved communities since 1965. Over the years, more than 100,000 committed individuals have joined forces with twelve thousand local sponsors--public agencies and nonprofit groups--to strengthen communities across the nation. AmeriCorps VISTA members serve in economically challenged communities. The program is dedicated to increasing the capability of people to improve the conditions of their own lives through employment training, literacy programs, housing assistance, health education, entrepreneurship, and neighborhood revitalization. Members of AmeriCorps VISTA work full-time and live in the communities they serve, creating programs that can continue after they complete their service. As is the case with all three AmeriCorps programs, VISTA volunteers receive small living allowances and an educational award of $4,725 for one year of full-time service.

The NCCC (National Civilian Community Corps) takes its inspiration from the Depression-era Civilian Conservation Corps, which put thousands of young people to work restoring our natural environment. NCCC members construct, map, and improve urban and rural parks; restore streams and rivers; and conduct environmental education programs in schools and community centers.

The newest program in the AmeriCorps trio is AmeriCorps USA. This program was established by President Clinton and designed to involve more volunteers in national service. AmeriCorps USA provides individuals with the opportunity to give a year of full- or part-time service in exchange for an education grant, which can be used upon completion of service to go to school, repay school loans or enter into an apprenticeship or job training program. AmeriCorps USA has required each state and the District of Columbia to set up a network of commissions for national and community service to administer national service programs at the state level. Community colleges are eligible to become lead agencies for AmeriCorps programs, provide sites for service activities, and help students become AmeriCorps members. The network of state commissions was developed to decentralize the administration of AmeriCorps programs and keep local input alive. I highly recommend that community colleges contact and even become active members of their state commissions.

At the Community College of Rhode Island, we have a part-time Corpsmember whose job is to develop service opportunities for other students. This past year, our Corpsmember organized agency fairs, where local service providers visited the college and recruited volunteers. She also organized our Thanksgiving food drive and the Christmas Giving Tree. Finally, she coordinated the Alternative Spring Break, where fifty students, faculty and staff spent three days together providing service during our semester break.

The third branch of the Corporation is the National Senior Service Corps. For more than twenty-five years, this branch of federally supported programs has helped people who are fifty-five and older find service opportunities in their local communities. The Senior Corps has three programs: Foster Grandparents offers support to children with special needs; Senior Companions provides assistance to elderly individuals who live independently;

and Retired and Senior Volunteers tends to a variety of services that range from leading local museum tours to teaching adult education classes. Together, these programs involve more than 500,000 seniors serving in sites across the country numbering into the tens of thousands.

Obviously, colleges that have senior students can enlist them in these programs. Furthermore, nonelderly students can partner with existing Senior Corps volunteers, support their efforts, and gain from their wisdom and experience in joint service projects. This seems particularly relevant for students enrolled in human service and allied health programs that target older citizens.

For more information about the three branches of the Corporation, use the following phone numbers :

Learn and Serve:	1-800-808-SERV
AmeriCorps USA:	1-800-942-2677
National Senior Corps:	1-800-424-8867

Hopefully the information in this article can provide community colleges with a road map to navigate the resources of the Corporation for National Service.

Jim Glasson is a Professor of Philosophy and Sociology at the Community College of Rhode Island, where he has taught for twenty years. He is one of five community college faculty members nationally to be selected to participate in a project called The Faculty Role: From the Margin to the Mainstream, which is funded by the Corporation for National Service. As part of the grant, Professor Glasson has been visiting various community colleges and assisting them with the development of their service-learning programs.

Additionally, he works as a community organizer in his position as Director of Substance Abuse Prevention for the City of Pawtucket, Rhode Island. In this position, he oversees an AmeriCorps program that has twenty-eight Corpsmembers and a Learn and Serve K-12 community-based program that operates in a public housing development.

Success Can Be Seen in the Stories of the People

by
Liz Newport

Centralia College
Centralia, Washington

"Would you tell me, please, which way I ought to go from here?" asked Alice, in Lewis Carroll's *Alice in Wonderland*.

"That depends a good deal on where you want to get to," the Cheshire Cat answered.

AmeriCorps is an attempt for a National Service Network program to get things done, strengthen communities, encourage responsibility, and expand opportunity in four issue areas--education, human needs, public safety, and the environment. AmeriCorps also provides member skill development in leadership, communication, conflict resolution, first aid, critical thinking and problem solving, and civic and community responsibility.

Campus Compact is raising hope for the future in building capacity and community with local K-12 systems, developing and enhancing school-campus partnerships, and engaging college students in meeting needs of the local schools and their students through service-learning. Community colleges invest in the future through educating the local community. They have the potential to expand the dimensions of academic study by bringing the academic vision into the world and the service experience into the classroom.

A window of opportunity has opened for the collaborations of community colleges and National Service Network programs that can be seen in the public's push for educational reform and the reinvention of government. This window opens at a time when community colleges are faced with the challenges of limited resources and at a moment when technology is changing our society to its very essence. Never before have we been in such a place. We must share resources and transform our response by drawing on our talented and diverse community to provide leadership and solve problems together.

Many priorities compete for institutional attention. As our institutions grow (it is their nature), they become too disconnected to be real community members. While the administration and faculty council meetings have reached their limits of problem solving, a few are *getting things done* in collaboration with AmeriCorps. Community colleges should take the lead and move toward collaboration with local agencies, schools, businesses, and government to maximize the potential of a partnership with AmeriCorps. A community college collaboration with National Service Network programs will usher in a new generation--not of charity workers or service providers and professionals, but of individuals who can interpret the complex intersection of structure and policy--a generation of people who have grappled with root causes and can reflect critically, understand society and embrace it.

In the words of John W. Gardner, chairman of the National Civic League, a partnership between a National Service Network program and community colleges could be a place "in

which you're allowed to pursue truth, even if you're going in the wrong direction, allowed to experiment even if you're bound to fail, to map unknown territory, even if you get lost." It's a place, Gardner said,

> in which we're committed to alleviate misery and redress grievances, to give rein to the mind's curiosity and the soul's longing, to seek beauty where we can and defend truth where we must, to honor the worthy and smite the rascals, with everyone free to define worth and rascality, to combat the ancient impulse to hate and fear the tribe in the next valley (or gang in the next alley), to find cures and console the incurable, to prepare for tomorrow's crisis and preserve yesterday's wisdom, and to pursue the questions others won't pursue because they're too busy or lazy or fearful or jaded.

As an AmeriCorps member, I didn't know where I wanted to get to. I followed a seemingly unmarked pathway of unfamiliar vocabulary and mazes of paperwork--presenting new ideas, taking risks and saying "I don't know," "I'm sorry," "I need help." For me, AmeriCorps led to proficiency in current technology and irreplaceable work experience. I learned valuable lessons and improved my ability to influence others, follow directions, and work with a team. AmeriCorps also offered the means to settle my student loans.

In the end, like Alice, I came to know what I've always known--that service puts a face on the ideas students encounter in their academic/college education. It's a face that inspires courage and commitment and supports my belief that service and reflection are powerful learning tools. And like Alice, I recalled what I had forgotten. "What is my truth?" and "Who are the rascals?" It was never a place to get to, it was *getting to it* that was important.

Liz Newport has a history of civic involvement, beginning when she was a sophomore in high school. She started a teen crisis line and drop-in center, and as a senior, she tutored at the Nisqually Tribal Center, taking student grievances to the school board.

With a part-time job and as a single parent raising a son, she continued to be involved in her community. She started an after-school child care program at the school her son was attending. After returning to college later in life, Liz combined her years of community involvement and her newly acquired education to embrace the concepts of service-learning as an AmeriCorps member with the Washington State Campus Compact Team. In 1994 she received the Howard R. Swearer Student Humanitarian National Award.

Liz is sole proprietor of Primative Perspectives Studio and Gallery and remains committed to art, her first love. She often combines art and learning in community development and youth projects.

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"Community service provides a bold partnership of learning and service. The education of the heart is companion to the training of the mind and the body. In the midst of a school's necessary concern for the intellect, the service program touches the heart's need to bridge skills and compassion and to be a good neighbor for that community."

— Dick Gross
Teacher at Andover

CAMPUS-COMMUNITY COLLABORATIONS RESOURCE LIST

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Campus Compact National Center for Community Colleges Mission

The Campus Compact National Center for Community Colleges, established in 1990, has a dual mission. First, it serves as a national advocate for community colleges to sustain service-learning as a national movement. Second, it serves member organizations and others in the promotion and implementation of community service as a means of improving teaching and learning to the benefit of students and the communities in which they serve.

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